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An English program was designed to meet the principles and aims of vocational education. The student in a vocational school has been motivated by a desire to prepare himself for a specific occupation. The vocational high school English course should capitalize on this motivation by offering the student communication skills closely related to his trade experience.

As a curriculum guide, this handbook is designed to assist the vocational English teacher in setting up a vital program for his students. It offers suggested procedures which are subject to change or modification, but which have been found to be feasible under actual teaching conditions. The course content for four years and specific procedures for the first and second years are outlined. The procedure sheets explain as specifically as possible how the course may be taught. General subject areas covered by the procedure sheets include an orientation on study methods, reading, oral expression, writing, and the mechanics of English.

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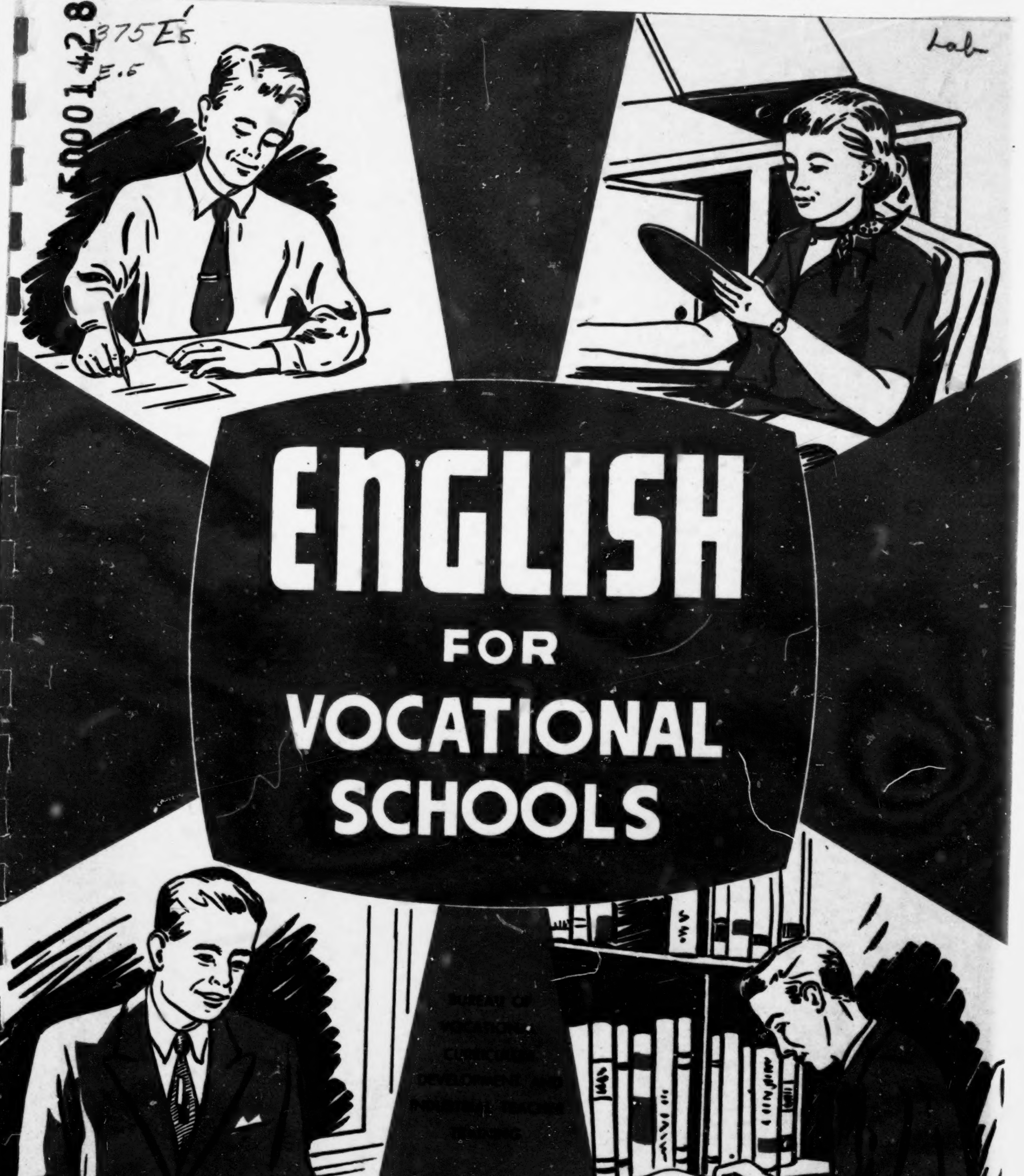

ENGLISH
FOR
VOCATIONAL SCHOOLS

BUREAU OF
VOCATIONAL
CURRICULUM
DEVELOPMENT AND
INDUSTRIAL TEACHER
TRAINING

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

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ENGLISH
FOR
VOCATIONAL SCHOOLS

Educational Materials Laboratory
Office of Education
MAR 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFAR

BUREAU OF
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DEVELOPMENT AND
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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

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Preface

America is a land without language barriers. Nowhere else on earth may one travel 3000 miles and have no difficulty in communicating with people in every walk of life. Thanks to the multiplying means of communicating - - - radio, talking pictures, the inexpensive book, the library, the magazine, the newspaper - - there seems small chance that Americans will ever be condemned to struggle against the multiple language curtains that divide numberless groups in other lands.

The absence of language barricades is not enough. Communication should be clear, direct and so far as practicable, literate. The first great purpose of the public school is to insure effective intercommunication.

In harmony with this principle, the Division of Industrial Education of the New York State Education Department through the Bureau of Vocational Curriculum Development and Industrial Teacher Training in cooperation with the Board of Education, Division of Vocational Education, Buffalo, is engaged in developing a series of handbooks to assist teachers of English in vocational high schools.

These handbooks are planned to meet the special needs and interests of students in vocational schools. Without restricting individual freedom the handbooks provide "suggested procedures" that will assist the busy teacher to set up a vital program for his particular class. The first year course has been in experimental use for the past year with gratifying results. The course for the second year is herewith offered for testing by teachers.

The sponsors of these monographs regard them as supplementing rather than replacing the other bulletins of the State Education Department available to English teachers: The Syllabus in English, The Road to Better Reading, Reading in the Secondary School Program, and the forthcoming English in the Senior High School. Each of these publications supplement the others in assisting the teacher to provide the student with a program directly keyed to his situation and aims.

All who have sponsored and assisted in the preparation of English for Vocational Schools deserve high commendation for the initiation of this noteworthy contribution to the education of students in vocational courses.

Albany, New York
April 1954

George W. Norvell
Supervisor of English Education
New York State Education Department

To the Instructor

English for Vocational Schools provides teachers of English with a program of instruction that suggests the content and scope that has been found to be feasible under actual teaching conditions. The suggestions for interpreting and applying the course constitute a source of classroom-tested ideas that should be valuable both to beginning teachers and to experienced teachers of English. The procedure sheets explain as specifically as possible how the course may be taught. The use of the four-year course of study content in conjunction with procedure sheets makes for a well-coordinated program of instruction that should be interesting and meaningful to pupils.

English for Vocational Schools was first prepared as a course of study in English for Printers. Many persons recognized that this material went far toward overcoming some of the objections that pupils, teachers and supervisors had to the English courses as they were frequently taught. The English for Printers was revised by a committee of experienced teachers to make it applicable to all trade and technical curriculums on the secondary level. The same committee also prepared the first-year procedure sheets.

These procedure sheets were tried in all of the first-year English classes in the seven vocational and technical high schools in Buffalo. A survey was conducted among the teachers using the material to determine its effectiveness and also to get from them ideas and suggestions for improvement. The second-year procedure sheets were then prepared, incorporating the changes indicated by the survey. The first-year procedure sheets were revised to incorporate changes indicated as desirable in the light of experience with the material in the classroom.

English for Vocational Schools was developed jointly by the Bureau of Vocational Curriculum Development and Industrial Teacher Training, New York State Education Department, and the Division of Vocational Education, Board of Education, Buffalo. George W. Norvell, Supervisor of English Education, New York State Education Department and Oliphant P. Gibbons (deceased) Supervisor of English in the Buffalo Schools, endorsed the project and gave continued encouragement to its development.

The English for Printers was prepared during the summer of 1951 by John C. Heinike, Head of the Printing Department and James M. Lanz, teacher of English in the Burgard Vocational High School, Buffalo. The English for Vocational Schools course of study and the first year procedure sheets were developed during the summer of 1952 by the following committee of teachers of English: James M. Lanz and Norman C. Oelheim, of Seneca Vocational High School (full-time writers); Joseph C. Deluhery, McKinley Vocational High School, Monroe K. Harris, Burgard Vocational High School and E. Florence Kimmins, Technical High School (consultants). The second-year procedure sheets were developed during the summer of 1953 by James M. Lanz and Anthony S. Dombrowski of McKinley Vocational High School. The manuscript was illustrated by Charles Rohrbach of Buffalo.

Many persons in New York State and in other states have reviewed the material and offered encouragement and helpful suggestions. Especial mention should be made of the teachers who used the material and participated in the evaluation of it. This assistance is acknowledged with gratitude.

Appreciation is also expressed to the following persons who cooperated in conducting the summer workshop, planning the illustrations, editing, or preparing the manuscript for printing: Frank P. Johnston, Director of the Division of Industrial and Technical Education; William N. Fenninger, Chief, Bureau of Trade and Technical Education; C. Thomas Olivo, Professor of Industrial Education; Walter J. Zimmerman, Professor of Industrial Education; Truman G. Dell, Assistant Professor of Industrial Education; Frank E. Howard, Associate in Vocational Curriculum Development; all of the New York State Education Department, and Robert S. Hoole, Principal of McKinley Vocational High School; Ferdinand E. Kamprath, Assistant Principal of McKinley Vocational High School; Raymond Prosser, Supervisor of Vocational Education; and Frederick Theurer, Supervisor of Vocational Education; all members of the staff of the Buffalo School Department.

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BOOK I

THE COURSE CONTENT FOR FOUR YEARS

Book I THE COURSE CONTENT FOR FOUR YEARS

INTRODUCTION

Vocational high schools measure up very well to the cardinal objectives of education. The nature of the shop and laboratory activities provides splendid opportunities for cooperative effort, leadership, guidance, and organized experiences. The half of the school day spent in "learning to earn a living" is indeed much more than that. It is time in which not only correct work habits are being fixed, but also ideals and practices which make for a superior type of social adjustment.

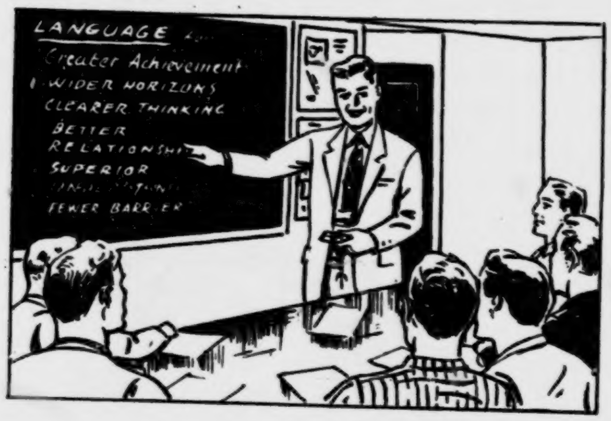
In order that the English class may be drawn into more intimate association with this process, certain contact points in the curriculum must be sharpened and weighted to fit the total picture. The physical differences of the shop and classroom may not be so intrusive upon pupil attitudes if the feeling can be fostered that the English experiences are another important and essential phase of the whole program.

The development of a vocational high-school English curriculum is a delicate matter. It means, in many instances, crossing the long-established lines of tradition in a subject field ruled by the scholars. It means making inclusions, exclusions, and changes in emphasis and objectives subject to challenge even by those who may be in sympathy with the major aim. It means the application of vocational aims in a field which has long been entrusted with the sacred obligation of preserving and passing on a vast part of man's cultural heritage. It means meeting the relatively new challenges of the attempt of subversive forces to undermine our system of government. It means coming to grips with the tremendous social and economic changes which have combined to send into our schools boys and girls whose out-of-school experiences are vastly different from those of previous generations. These are but a few of the considerations which necessarily preface this curriculum project.

This is, in a sense, a pattern curriculum. It is an experiment in vitalizing and vocationalizing English instruction. As such, it will be subject to change and modification. For any teacher to regard it, wholly or partly, as a rigid prescription to be strictly adhered to would defeat the experimental value of the work. Not every point included within these pages met with the unanimous approval of the committee assigned to prepare the curriculum. Their disagreement probably foreshadows the feelings with which many other teachers will receive this suggested program. If this were not so, it would be an unrealistic field into which this experiment is carried. It would indeed be presumptuous and wholly impractical to ask a group of teachers of long and successful experience to set aside their well-established ideas and practices to try something new, without assuring them of their freedom to accept or reject as they see fit.

If any of the illustrative details offered on the pages that follow seem out of step with any teacher's concept of classroom procedure, let his attention become focused on the general principle underlying the details. Doubtless, he will be able to use his own tools to hew a path toward the same objective. Freedom to do so is inherent in the nature of the course.

Many of the critical points of discussion which preceded the actual writing of this course reveal the varying basic ideas and outcomes which some would expect the course to incorporate and produce. For example, some who recall their own thorough grounding in formal grammar will regret that large apportionments of time are not indicated for intensive diagraming of sentences. Those who have always thought of English as a subject in which only subject matter and skills are taught may shudder at the suggestion that certain class periods be set aside for the modification of attitudes. Some who have been fortunate enough never to behold a vacant look of boredom on the faces of pupils entering their classrooms may find much that is foreign in the suggestion that instructional matter and procedures be varied from day to day, or even within the same period. The proper proportion of vocational and academic aims is another moot point. How far can one go in "sugar-coating" the offerings within a subject field without sacrificing values which have traditionally been held as valid and essential? Almost every aspect of this course, or, for that matter, any course, will admit of similar differences of opinion.



Keeping in mind this individualism which pervades the field of instruction in English, the writers have studiously attempted to avoid the use of such obligating words as "should," "must," "required," "ought" and the like. Everything is offered as a suggestion. Where a suggestion has seemed to lead inevitably to the question, "How?" a possible solution is indicated. This solution is not intended as the best and final one, but rather as a "thought starter" which may stimulate the imaginative teacher to evolve perhaps a more suitable and more workable teaching technique.

It may be well to point out that this course is intended to serve the vocational high schools throughout the state, rather than any particular community. It is quite possible that conditions beyond the present knowledge of the writers may prevail in certain localities, even to the extent of making some aspects of the course inapplicable. Should this be the case, local committees could assume the responsibility of making the necessary changes. This fact may also serve to explain the wide range of suggestions made within some of the course categories.

Meeting the problem of individual differences in the levels of attainment among pupils is another liberalizing factor in the course outline. While it is assumed that the material is geared to the pupil who has completed his eighth year in the schools of the state, the responsibility of education to meet the pupil at the point where he is can be fulfilled only to the degree to which the teacher is free to plan activities designed to progress from the individual pupil's level. In this respect, attention is called to the last sentence in the second paragraph of the Foreword to the New York State Syllabus of 1935: "Teachers of the seventh and later grades will recognize, however, their responsibility to begin with the entering pupil at his actual level of attainment regardless of any arbitrary standards found in this outline or elsewhere."

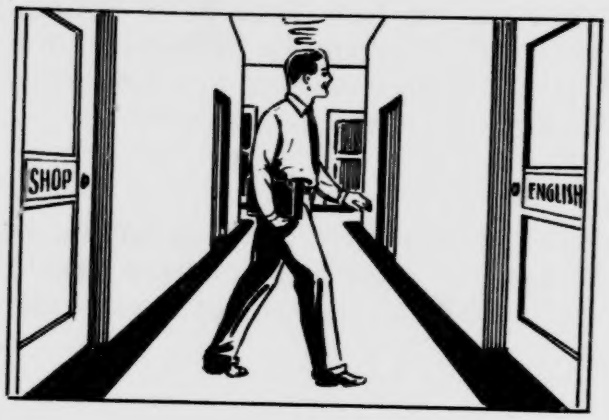
The suggested course is not intended as a substitute for the state syllabus, but rather as a vocational interpretation of the state outline. The writers have tried to take advantage of the freedom of scope offered in the state document to provide a flexible framework for instructional material.

The activities and accompanying aims which appear in each section of the course content outline are intended to clarify the nature of the material presented. Following the outline, actual procedures for use in the first and second years of the course are described.

The writers make this plea to those teachers who look to this course for guidance and direction. If they find parts which do not meet with their approval, they are asked to refrain from condemning the whole. With tolerance and open-mindedness many of the knots may be untied and the experiment will lead to eventual improvements. The members of the committee have all served in the classroom and are aware of its many very real obstacles and limitations. If they have erred in recommending the seemingly impossible, all is not lost. Ahead lies the opportunity for revision based on the results in many classrooms.

GENERAL OBJECTIVES

It is the primary objective of this proposed curriculum to provide a program in English consonant with the principles and aims of vocational education. Since the pupil in a vocational school has made a choice, motivated by a desire to fit himself for a specific occupation, it is fitting that the English course capitalize on that motivation by leading him through learning activities closely related to his trade experiences. It is not enough to tell the vocational pupil that he will need what is being offered. He must know that he needs it. The practical side of every phase of work must be kept in the foreground.



It is intended as part of the underlying philosophy of this program that the English activities be carried beyond the confines of the English classroom. All shop teachers and related subject teachers should be, to some extent, teachers of English. The notebooks, outside reading, oral recitations and reading, in fact, all uses of language provide all teachers with the opportunity to assume responsibility for the quality of expression. This responsibility can more easily be assumed when the nature of the work in the English classroom is well integrated with the trade program. This automatic correlation eliminates the necessity of forcing an involved system of co-operation on shop programs.

The curriculum proposes to provide a sturdy framework around which communicative skills can be developed to the fullest extent. Yet, rigidity of techniques or methods of development are not advocated or even suggested. Complete flexibility, as indicated by individual differences among pupils, as well as the developmental changes which are inevitable in association with modern industry, is essential to the effective use of the program. It is recommended that this philosophy be carried over into whatever testing program seems best adapted to the teaching situation. Every effort can be expended to test for the values sought after, without penalizing the vocational development of the pupil through retardation. The effect of the large number of activities aimed at the development of oral expression and correct social attitudes cannot be adequately measured by a written test. Yet they are prominent among the objectives of the program and their attainment may well compensate for certain factual voids in pupil achievement.

A program of this nature (as indeed all programs) will stand or fail by the amount of enthusiasm and creative imagination the instructors bring into the implementing process. Recognizing the objectives in each phase of instruction is fundamental to its successful application. If each activity is clearly conceived by the teacher as directed toward the acquisition of some specific knowledge by the pupil, the developing of some skill by the pupil, or the modification of some pupil attitude, the possibility of fruitless activity will be precluded and the teacher will be provided with a means of measuring his own accomplishment in terms of definite goals.

It is hoped that the curriculum properly expanded and implemented will serve to remove the unfortunate connotation of drudgery regrettably associated in the minds of some vocational pupils with the walk from their shops to classrooms. Perhaps the challenge of stimulating experiences in the English classroom can hold the same fascination for the wide-eyed youth as the whirling engines and intriguing tools of his shop. Perhaps he can be led to like the whole program instead of only a part.

When we think of our vocational pupil not as an employable, but rather as an employable in a specific industry, the responsibility of our offerings in the field of English assumes even larger proportions. The human relations aspect of modern industry is every bit as intricate as its technical organization. Much is expected of the modern worker in the way of communicative skills, which was not demanded of the craftsman of old. The young person who can give and follow directions, read and comprehend technical explanations, participate in group discussions, interpret opinion, argue effectively, maintain agreeable relations with his superiors and others, and weave his way intelligently through the maze of modern industrial detail is welcomed by his employers with open arms. The knowledge, skills, and attitudes which produce this type of individual usually are not developed by accident or coincidence. A planned program of directed experiences can be of great help in insuring success on this level.

These, then, are the general aims of the construction of this curriculum. In the pages that follow will be detailed the various phases of the program and an explanation of their individual objectives in relation to these general aims. In each case, an attempt will be made to separate the material into levels corresponding to appropriate years so that the objectives of each year may be clearly defined. It is hoped that the explanations will provide the teacher with clear signposts so that he may proceed with conviction in the formulation of instructional techniques. Where specific techniques, time allotments and subject contents are mentioned or suggested, it is not intended that they should be considered to the exclusion of all others. It is quite possible that other desirable attitudes than those indicated may evolve from the material.

SUGGESTIONS FOR INTERPRETING THE COURSE CONTENT

I. GENERAL

It is urged that the teacher familiarize himself with the underlying principles and course aims as explained in the Preface, Foreword, Introduction and General Objectives. In the pages to follow, the general subject content will be outlined with explanatory material accompanying each division. Each subject-content section begins with a statement of the major objective of the material. This is followed by an explanation of what the writers interpret the objective to mean. Since the course is designed to be taught in a four-year vocational high-school program, there is included an indication of the levels on which the instruction may be divided. Because the mere statement of these levels may not make clear the actual development intended from year to year, a statement is added to clarify the connection between the succeeding levels. The list of activities and their aims accompanying each section is included only as a guide to the teacher who seeks suggestions for possible ways to implement his approach to the objective.

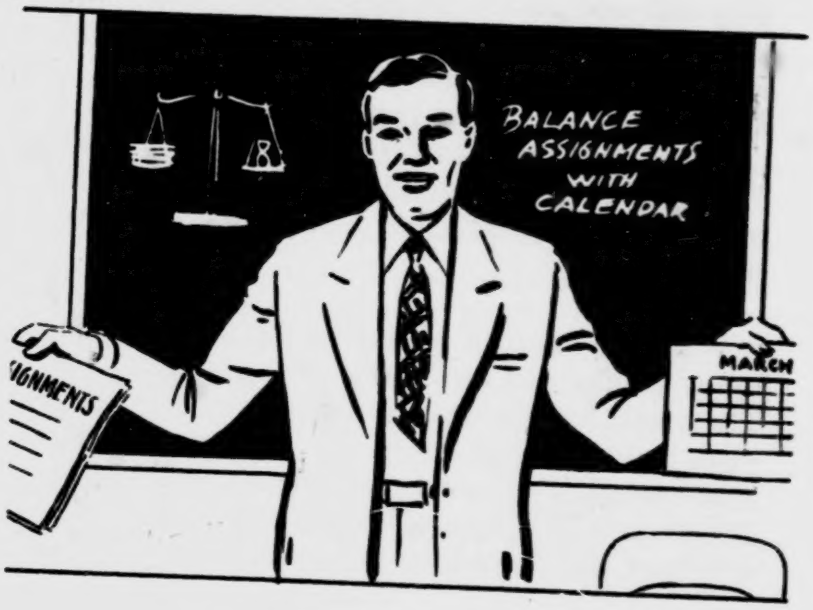
OPPORTUNITY

II. LEVELS

The term "levels" as used in this proposed course may need some explanation. In its narrowest sense, the term means an approximate area of attainment appropriate to a particular year of the pupil's high-school course. A definite attempt has been made to indicate progress toward maturity from the first level to the fourth. The writers are well aware, however, of the wide range of individual differences among the members of any classroom group as well as differences in readiness, interests, and abilities among classroom groups.

It is quite possible that the teacher may soon discover that an individual or a class in first-year English is both ready and able to handle the concepts and activities indicated for treatment on the second-year level. Under such circumstances the teacher should feel no hesitancy in guiding either individuals or groups into more advanced areas of study. Conversely, in third and fourth-year classes there may be occasion for recall and reteaching of some of the ideas and skills allocated to earlier years. In brief, the Roman numerals indicating the separation of one level from another have been used merely in an attempt to clarify the organization of the course. They are not road-blocks; they are gateways which may be swung freely in either direction.

III. PLANNING



The committee hesitated to include even a suggested plan for approaching the objectives because of the implication of rigidity and obligation. Teacher planning grows out of the complication of many variables. To mention a few, physical conditions of time and space, teacher personality and background, and type of pupils all have their bearing on how the work for the term and activities of the particular lesson are to be planned. Many teachers have become expert and inveterate users of the unit plan. Some have long been successful with one or more of the many variations of the contract plans. These teachers are not searching for other methods of planning and may well choose to ignore suggested apportionments included in this work. Lest the sample term plan included appear choppy and disjointed, an explanatory note accompanies it which attempts to show the reason for the arrangement.

The experienced teacher will naturally take into account such factors as attention span, the tendency of youth to crave variety, assignment carry-over, prolonged assignment complications, availability of materials and the like, before completing any plan. The members of the committee expressed various descriptions of the feeling that comes over a teacher which tells him that it is time to do something else with a class. It is a sensitivity which becomes a part of a teacher's personal equipment. For this reason, even the suggestion of a certain type of activity for a class period is subject to much change by the individual teacher in the individual teaching situation.

IV. STUDENT NOTEBOOK

The nature of the course would seem to indicate the desirability of a well-arranged student notebook. Even as ancient Gaul, teachers seem to be divided into three parts: those who repudiate the notebook as a device which tends to become an end in itself, those who favor the bound book, and those who prefer the loose-leaf variety. As a result, the writers are offering the notebook as a suggestion, not as a sine qua non determining the success or failure of the course.

A loose-leaf notebook of uniform size is favored for a number of different reasons. Duplicated instructional material may be neatly inserted and saved by the pupil. The preparation and arrangement of this notebook may be made a part of the How to Study instruction of the first term. Some pupils may find it a pleasant chore to prepare the index tabs and insert the dividers in their notebooks. From the neatly labeled tabs they will see all the phases of the course which they are to experience. For example, one set of index tabs may be labeled: Study Hints, Newspaper Reading, Periodical Reading, Problem Solving, Report Notes, Communication, Oral Work, Vocabulary, Spelling. The arrangement admits of many variations, as does the wording of the labels. Since pupils frequently have a tendency to use the same notebooks for other classes, it may be well to impress upon them the importance of using this notebook exclusively for English and to prohibit the introduction of extraneous material into the book.

As the various assignments are completed and filed under their proper divisions, many pupils will develop a pride in achievement and a sense of order in arrangement. They will have a permanent and attractive record of English experiences which may effectively complement their shop activities. Before rejecting this procedure, the teacher may do well to consider its value in the cultivation of many of the desired habits and attitudes in the life-adjustment process. Again, it presents tangible evidence of pupil achievement which may prove helpful in evaluating pupil progress.

V. TELEVISION, RADIO, MOTION PICTURES

Television, radio, and the motion picture have become so much a part of pupils' out-of-school lives that scarcely any realistic program in education can afford to pass them by. English especially has a definite role to play in this connection, since these forces are extremely significant in their influence on the language arts. Yet, since home conditions, financial status, availability of leisure time and other factors make these activities of an extremely variable nature, it is difficult to propose a positive approach to teaching their use. The critic of the level of taste manifested among the youth toward these media is in the vulnerable position of suggesting what should be done to elevate that taste. However, in spite of apparent obstacles to blanket assignments covering definite programs or pictures, many opportunities may present themselves for individualized assignments to certain pupils who may be enthusiastic in their viewing and listening activities.

These programs may become a part of almost every phase of the subject content indicated within the course. Oral discussions, critical writings, vocabulary observations and many other activities may center around a radio broadcast, a telecast, or a movie. Prepared charts may serve as a basis for intelligent appraisal and discussion of these programs. The part they play as effective teaching devices will necessarily be conditioned by the amount of enthusiasm and time teachers and pupils are able and willing to devote to them.

VI. NEWSPAPERS AND MAGAZINES

Many of the writing and reading activities call for frequent use of newspapers and periodicals. The teacher will find it extremely helpful to provide facilities for stacking and storing these materials where they will be easily accessible for class use. The choice of newspapers and magazines would naturally depend on which reputable organs are most easily obtainable. The trade journals may be obtained directly from their source or in conjunction with the shop teachers of the various trades involved.

Regular subscriptions by the pupils to periodicals always presents a problem in financing, bookkeeping and collection. In most cases, this material can be gathered without involvement in such matters. Usually pupils are happy to cooperate by bringing magazines from their homes. However, some teachers report success with such magazines as Practical English and Literary Cavalcade which present activities in English in attractive and varied forms. Perhaps, many others may find them useful in implementing the objectives of this course.

VII. LITERATURE

The reading program in literature calls for extensive rather than intensive study. No individual books are assigned to be read by the class as a whole. As one method of broadening the reading range, the committee suggests that arrangements be made for the pupils to "experience" each of the six types of writing within each term: novel, short story, biography, poetry, drama, essay. The pupils' choices may be from a carefully prepared list.

The teacher who is accustomed to spending three or four weeks intensively teaching one book may find some difficulty in conceiving a plan for handling six books within a term. For this reason, the writers have tried to indicate a possible time schedule in the suggested term plan. Approximately three periods are allotted to each type during each term. Possibly, the first of these periods might be devoted to a discussion of the literary type; the second to guidance and motivation of selection. The third period about two weeks later might be used for pupil expression through discussion and recording of impressions. If the books are to be brought to class every day, the teacher will have the opportunity to check almost daily the pupils' progress, and may find it feasible to set aside parts of each day's class period for the reading of the books. Occasional interest questions may stimulate the reading pace.

One of the devices which suggests itself as means of systematizing the reading program and recording its progress is a printed form (see page 11). It may be kept by the teacher for each pupil. After each reading experience, the pupil may make his own entry. If it is possible under the school organization, the form could be passed on to the teachers of other levels, thus insuring a continuity of development.

VIII. PREPARATION OF READING LISTS

The task of preparing the reading lists can probably best be handled by committees of English teachers within the individual school. Library facilities in and near the school can be taken into account, as well as systems of staggering books from class to class. The "Teen-Age Book Club" offers one system of supplying classes with fresh reading matter. The inexpensive "pocket books" frequently contain many desirable titles, and, apart from their frequently bizarre covers, offer an attractive and convenient way of sampling some of the better writing. Their use, however, would seem to demand rather close teacher surveillance of the selections as to their social and moral content.

The technical works which are to become a part of the reading program will probably be more appropriate if chosen in close cooperation with the shop instructor. His trade experience will insure to some extent the current value and effectiveness of the selections.

It would seem desirable that the reading lists prepared for the pleasure-reading program contain the most palatable, yet worthy, offerings available under the various types assigned. Since the major aim here is the cultivation of reading tastes which will operate beyond the classroom, the selections may be heavily weighted with contemporary offerings. The question is not whether the literature of the present is superior to that of the past, but rather whether it fits more readily into present life experiences. If pupils are to be equipped to handle critically the avalanche of material flowing from modern pens and presses, their relatively brief school contact with literature should include experiences with today's writers. Let the acknowledged English classics be included so that pupils may be guided to their treasures in proportion to their ability to handle them.

In order to offer an effective sampling of the kinds of books within a specific literary type, the list may include examples of a variety of classifications. Only if this is done will the pupil come to understand and appreciate such differences as exist between romantic and realistic fiction, between familiar and formal essays, or between laudatory and critical biographies. The name tags are not important in themselves but rather as a guide to appreciative understanding and intelligent selection.

PUPIL READING RECORD

Pupil's Name ______________________________ **Course** ______________

YEAR ________________ **TEACHER** __________________

Title of Book	Author	No. pp.	Type	Comment

IX. PUPIL EVALUATION

Preliminary to the writing of this course, the committee was assured that the terminal examination from a central office in the first year of high-school English would be discontinued for the vocational high schools of Buffalo. The writers have proceeded with this assurance in mind and feel that the successful implementing of the course hinges very strongly on that assurance. They have gone a step further in suggesting that no terminal examination on the local, school, or classroom level serve as the sole basis for determining promotional evaluation. The effectiveness of this course would seem to be endangered if the sole basis for promotion through its various levels were the passing of a written terminal examination.

The question as to whether any evaluative formula should be suggested is not easily settled. Certain calculable risks lie in both directions. The apparent void created by the removal of any existing examination within a system may conceivably result in an equally rigid substitute being superimposed upon the framework of the course. On the other hand, a suggested evaluating procedure carries with it the liability of being deemed inflexible. The writers hope that neither of these interpretations will result from their recommendation that one of the many variations of the following sample be tried.

Suggested Evaluating Instruments (Based on 100%)

Writing (Notebook)	20
Reading Record	20
Oral Rating Chart	30
Subject-Content Tests	20
Terminal Examination (if any)	10

While such an evaluating procedure may well vary from school to school, it would seem advisable that some uniformity prevail within an individual school. This may lead to better understanding and cooperation among the pupils. Fundamental to the success of any evaluating process is a thorough awareness on the part of the pupils as to the points on which they are being rated.

The testing program may be designed to fit individual teaching situations. The frequent, brief check-up recommends itself by its economical use of class time and teacher correction time. It serves as an on-the-spot indicator of strengths and weaknesses and offers some motivation for pupil co-operation in reteaching when that is necessary.

Certain blocks of the mechanics of English lend themselves to objective tests of the short-answer type. For example, capitalization, punctuation and spelling are well-adapted to this objective testing. The classified list of standard English tests given in the New York State Syllabus in English may prove helpful in this regard.

X. HEALTH AND SAFETY

In those vocational schools where no special courses have been established to meet the state requirements in Health Instruction, the English course probably should assume some of the responsibility for providing guided experience in this important phase of life-adjustment. Although this proposed curriculum does not attempt to impose any specific time allotment for the direct teaching of health and safety, many desirable attitudes may be fostered and much useful information may be gained through the skillful selection of materials and ideas around which some of the classroom activities are built.

Both written and oral composition offer many opportunities for pupil thinking and pupil discussion on the many aspects of personal as well as community problems of health and safety. Some of the printed material used for exercises in reading comprehension may well be chosen with this secondary aim in mind. In addition, some of the words and terms selected for special attention in activities aimed at growth in vocabulary may be introduced to aid the pupils in thinking and communicating in this important area of their personal, vocational, and social lives.

Many other points of contact -- an assembly program, printed instructions for air-raid drills, a motion picture, school regulations regarding use of the stairways, halls, drinking fountains and lavatories--present an endless number of opportunities for directing pupil growth in the vocabulary and correlated ideas of health and safety.

XI. TEXTS

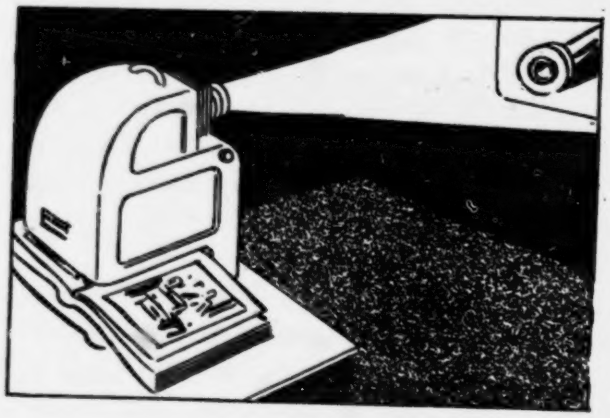
The selection of texts and their use becomes in this course a matter of suitability to the individual teaching situation. Since the emphasis indicated within the various areas has been placed on variety to stimulate student interest, the committee hesitates to recommend the use of any certain text or texts. The well-known limitations of slavish text-book teaching could easily defeat the major aims of the proposed course. However, it does seem that at least a class set of one of the many modern books in the field of English should be available for use. Points of grammar and usage are usually fully treated in such books in attractive fashion. Some also offer valuable sections on other phases of the course, such as study techniques, oral expression, and writing experiences. The text already in use within a school may effectively supplement the material on this course.

In addition to certain texts closely related to the particular trades involved, style manuals, the Secretary's Handbook, and other guides to modern business procedure may have a practical application to certain instructional areas.

XII. AUDIO-VISUAL AIDS

No proposed program in English with emphasis upon a functional approach can neglect to mention the judicious use of audio-visual aids. Actually, audio-visual aids have long been an important part of the skillful teacher's equipment in guiding the learning process, awakening interest, developing new concepts, sustaining and making permanent desired behavior patterns. Today, modern science has increased the number and effectiveness of devices in this area. Although experimental evidence on the full educational potentialities of some of these implements is not yet complete, there is scarcely any reason why they should not be used to supplement those teaching activities designed to aid the pupil to grow in his communicative skill.

There is no implication intended here that any mechanical device can supplant the instructor. On the other hand, it is recommended that administrators and instructors unite their efforts to obtain such of these aids that will assist the teacher in planning and directing more effective lessons. The mere procurement of the devices is in many cases not enough. Many discouraging physical deficiencies of the classroom have been brought into sharp focus by the exacting demands of these mechanical aids. Unless these deficiencies are corrected, they stand as obstacles to the effective use of the materials.



Most teachers are aware of the various types of mechanical devices common to audio-visual instruction, and the writers do not propose to go into detail in the matter of their proper use. The well-chosen motion picture, the pertinent film strip, the appropriate slide, the vivid opaque projection, the challenging recording or transcription can add life to an otherwise dull presentation.

Perhaps a brief word on one of the more recent aids known as the tape recorder would be in order. This device, now much improved and less expensive, is marketed by many reputable companies who have literature available on many of its newly discovered uses. It is especially versatile in the attainment of worthy goals in the important phases of oral communication. There is the obvious benefit in having a pupil hear the sound of his own voice. Like the mirror that reflects his physical image, the recorder conveys to his own ears an impartial rendering of his vocal qualities. Suggestions based upon this accurate and impersonal critic are usually more readily followed.

One of the problems facing teachers in connection with the use of radio programs is that of making the program available to the entire membership of one or more classes. The tape recorder simplifies this problem when that elusive speech, dramatic show, or panel discussion is captured on tape for presentation as many times as desired. The guest speaker who can come to only one class can be present on tape in many succeeding classes. The potentialities in this direction are almost limitless.

Useful school libraries of tape recordings can be developed at relatively low cost. Economy and adaptability are two features of the tape recorder which seem to recommend this device as one of the most valuable of the several modern teaching aids which, when skillfully used, can serve to vitalize the English program.

COURSE CONTENT - FOUR YEARS

I. HOW TO STUDY

OBJECTIVE:

To establish early in the first term of each year improved study habits.

EXPLANATION

The transition from elementary school to high school is a major step requiring considerable adjustment. The pupil is experiencing a new routine, new physical surroundings, new faces, and frequently new transportation. Although it is the duty of all teachers to assist in this adjustment, it is the intent of this course to place the English teacher in a particularly suitable position to provide those activities which will tend to bring order out of chaos.

The first part of each year's English instruction should be directed toward the establishing of those attitudes and skills which are necessary for sound study techniques. Too frequently the pupil is condemned for failing to do that which he has never been taught to do. He may never have been given formal instruction in techniques of study. Hence, he is very often unable to respond to the avalanche of material which descends upon him in the various subject fields.

The obligation of fixing these study attitudes and skills is particularly appropriate to the English class because of the communicative activities involved, as well as the reference tools, the use of which has long been part of English instruction.

LEVELS

I. Orientation to the study process

II. Improved techniques in the use of study aids

III. Advancing toward maturity in correct study habits

IV. Pride in achievement and the application of techniques to advanced problems.

EXPLANATION

At the beginning of the first year of high school, the English class may assist in the orientation of the newly arrived pupil by acquainting him with some of the study procedures which make for order and economy of time, both in and out of school. The second year of instruction may seek to improve pupil facility in handling the tools of study. In the third year the class may be introduced to some of the more mature practices in the art of effective study, such as research, effective use of bibliographies, etc. The fourth year would embrace the attempt to synthesize the study procedures of the previous years into a workable whole.

Activities:	Aims:
1. Making a study schedule	1. To develop a feeling for the economy of time and the value of planning
2. Assembling materials	2. To encourage methodical preparation and responsibility in the care and preservation of materials
3. Organizing materials	3. To develop techniques of orderly arrangement
4. Preparing a notebook	4. To instill appreciation of a properly devised recording instrument
5. Use of the library	5. To develop skill in the use of library tools
6. Note-taking	6. To provide an efficient method of solidifying achievement.
7. Reading for an assignment	7. To develop skill in detecting main points through skimming
8. Learning from the parts of books and their uses	8. To develop skill in the use of books
9. Outlining	9. To instill the habit of logical thought development
10. Selecting details	10. To develop patience and good judgment in the quest of information
11. Individualized assignments	11. To encourage independent action
12. Viewing films which indicate proper thought and study habits	12. To provide expert models in procedure

COURSE CONTENT - FOUR YEARS

II. READING

OBJECTIVE

To provide in all four years reading activities designed to meet the needs of vocational high-school pupils

EXPLANATION

The course proposes a reading program of a varied nature under the following four headings:

1. Interpretative reading: - This is intended to supply the pupil with experiences in reading such purposeful writing as is found in newspaper editorials and periodical writing in which the writer takes a definite side in a controversial issue. The citizenship values in this type of reading are apparent. It is to be hoped that an attitude of interest and a habit pattern may be established through this phase which will be carried over into useful and mature citizenship.

2. Reading to solve problems: - The vocational pupil has a special need for this skill. A large percentage of his manual operations in shops and classrooms are set forth in writing. Shop teachers prize the pupil who can read and effectively carry out the procedure section of a job sheet, use intelligently the manual for a piece of mechanical equipment, read, comprehend, and then comply with shop safety regulations. The English class is the proper instrument for aiding in the development of this skill.

3. Reading for a report: - The vocational high-school pupil should be able to report effectively on what he reads. This is a skill which can be effectively coordinated with note-taking and written or oral composition. It involves the selection of major ideas and their integration into a report form.

4. Reading for pleasure: - The basic program here calls for the elimination as far as possible of the element of specific compulsion in reading for enjoyment. Reading experiences in the various literary forms must be provided, but the selections within each form should be broad enough in scope to allow the teacher to make full use of pupil interests in guiding reading activities. This would seem to call for some changes in emphasis in the selection of literature. If it is true that certain literature ought not to be included because it is old, it is probably also true that it ought not to be excluded because it is old. However, when we consider the problem realistically, we are confronted with the fact that the modern vocational high-school pupil lives in an out-of-school world of radios, automobiles, television sets, motion pictures, and mechanical hobbies. To lead him chapter by chapter through the long historical romance of a wordy Victorian writer is not calculated to effect a lasting enjoyment and appreciation of literature.

Perhaps the path to pleasure in reading lies in helping the pupil make the leap from those selections he has sincerely enjoyed because they are from his world of experience to those which lie immediately beyond.

The course calls for the imparting of the knowledge of literary forms, the increase in the skill of reading, the development of a critical faculty in the appraisal of literature. It is aimed to meet the challenge phrased by Mortimer J. Adler in his How to Read a Book: "Unless the art of reading is cultivated, as it is not in American education today, the use of books must steadily diminish." The course in reading for pleasure is based on the optimistic assumptions that the imagination of the modern adolescent can be kindled by the printed work, that the enthusiasm of the teacher can be transferred to the pupil, and that the habit of reading for real pleasure--in some literature that is old and in much that is new--can be cultivated.

LEVELS

Interpretative Reading

I. To recognize the issues in controversial writing

II. To recognize the device of argument in controversial writing

III. To interpret the background of controversial writing

IV. To form critical judgment in controversial writing

Explanation: The word controversial in this context is not meant in its strictly formal sense. Its application on the first level for ninth-grade pupils could consist of procedures to make them aware of some of the prominent issues which confront the thinking citizen in the world today. On the second level, the pupils proceed from an awareness of the issues to an examination of some of the means by which a writer seeks to mold opinion, such as emotional appeal, logic, bias, etc. The third level aims to bring the pupils to an understanding of the background of the issues involved in this kind of writing. For example, an editorial advocating the building of the St. Lawrence Seaway Project might be the basis for pupil investigation of the history of this project and the reasons why certain interests favor it while others oppose it. On the fourth level, the pupils are credited with enough maturity to form their own considered judgment on these issues. This would mean that classroom activities would center around sound practices in arriving at a decision on the merit of the reading selections.

Reading to Solve Problems

I. To interpret written directions

II. To increase trade knowledge

III. To compare methods within the trade

IV. To analyze trade practices

Explanation: On the first level, the English teacher can be of great service to other instructors by offering formal instruction in the process of reading and following directions. This is fundamental to the pupil's success in learning and practicing his trade. The second level calls for the development of an ability to read intelligently in the literature of the trade: manuals, periodicals, etc. The following year the pupils would be given practice in comparing the different approaches to problems within their trade. Finally, the fourth-year pupil should be ready for work in the mature analysis of the modern processes within his trade.

Reading for Report

I. To make selections of details for reports

II. To survey the fields of technical authorities

III. To recognize trends

IV. To complete research projects

Explanation: The beginning pupil in high school would be exposed during his first year to training in selecting significant details from his technical reading. Little if any attempt would be made here to compile these details into a report form. On the next level the following year, he is given training seeking out the best authorities in his trade field and evaluating their contributions. By the time he reaches the third level, he may be ready for comprehending certain technical trends within his own field. For example, a pupil in the printing trade might take some of the newer developments in the graphic arts industry, such as photo-lithography or the newer cold-type processes and examine their advantages and disadvantages in their industrial application. The fourth-level pupil is ready for a long-term project based on the application of the reading techniques he has learned in the previous three stages.

Reading for Pleasure

I. To experience examples of literary types

II. To recognize literary devices and style feature in literature

III. To recognize character delineation, plot development, setting and emotional content

IV. To evaluate literature critically

Explanation: The aim on the first level is to provide samplings in the various kinds of literature to give the pupil a broad sense of the scope of literature. Even a little one-act play, simple in theme would provide the experience of the dramatic form. The essay need not be from one of the formal collections. It may be of the light variety found in the Reader's Digest and other periodicals. The object here is to provide varied experiences in pleasureful reading. On the second level, the pupil may be ready for some of the devices which give pleasure to reading. For example, the foreshadowing technique of novelists may be a point of interest when many different examples of it are discussed within one class. On the third level, the aim is to begin the process of equipping the pupil with the tools of judgment, so that his taste may be elevated through his own efforts. Here he sees the master story-teller compared with the master character-builder read by some of his classmates. On the fourth level, the pupil is given the opportunity to give voice to those characteristics of his reading that give pleasure. The formula he has built up in the preceding years crystallizes into intelligent conversation about what he has read.

Interpretative Reading

Activities:	Aims:
1. Headline reading	1. To appreciate purpose of headline, its relation to news stories, its value to hasty reader
2. Reading news articles	2. To learn of their construction; the nature of "leads," etc.
3. Reading editorials	3. To recognize opinion based on policy
4. Reading discussions in magazines	4. To investigate and evaluate authoritative comment
5. To read books on special topics	5. To develop the ability to evaluate books with a bias

Reading to Solve Problems

1. Acting out directions for manual operations	1. To develop understanding of detailed directions
2. Enumerating steps in order of performance	2. To develop memory in step-by-step processes
3. Rearranging steps in proper order	3. To eliminate confusion in orderly process
4. Clarification of meanings of new or difficult words	4. To assure working vocabulary
5. Listing special hints and short-cuts found in technical reading	5. To add to trade knowledge

Reading for Report

Activities:	Aims:
1. Collecting of source material	1. To develop skill in the use of reference tools
2. Selective reading within references	2. To develop skill in extracting material from texts
3. Weighing the value of differing	3. To develop critical judgment in selecting material
4. Examining tables of contents, indexes, appendixes, etc., for material	4. To develop skill in the use of parts of a book
5. Studying meaning of new or difficult words	5. To increase vocabulary

Reading for Pleasure

Activities:	Aims:
1. Studying the characteristics of various literary forms	1. To develop skill in recognition of literary forms
2. Observing character development	2. To illuminate human motives and relations
3. Observing plot development	3. To appreciate story techniques
4. Reading poetry	4. To share lyric emotion and appreciate the characteristics of poetic expression
5. Reading novels	5. To experience enjoyment in the skilled combination of plot, characters, and setting
6. Reading plays	6. To experience enjoyment in the dramatic treatment of a story
7. Reading biographies	7. To experience the pleasure and satisfaction of observing how famous people met life's problems and rewards
8. Reading short stories	8. To experience pleasure from characterization and the skillful blending of a single mood, a single plot, and a single theme
9. Reading essays	9. To experience enjoyment in the comprehension of skillfull constructed observations and opinion

Corrective and Remedial Reading

The correction and improvement of reading skills are frequently time-consuming operations which call for careful planning on the part of the teacher. However, since reading is such a basic and essential skill in pupil progress, activities aimed at its improvement seem to be appropriate parts of any program of instruction in English. The teacher is encouraged to reread pages 15 - 22 in the New York State Syllabus in English for Secondary Schools, where the matter is treated with some thoroughness and expertness. The following activities are suggested as general approaches to the problem as it occurs in the individual teaching situation.

Suggested activities for improving reading skills

Activities:	Aims:
1. Use of specially constructed reading materials with numbered lines	1. To increase rate of reading
2. Use of objective-type tests on brief reading selections	2. To increase reading comprehension
3. Restatement of central thoughts in paragraphs	3. To fix skill in extracting central ideas in writing
4. Performing directed operations	4. To increase skill in comprehension and interpretation of directions
5. Exercises in selecting details from paragraphs	5. To increase power of detailed observation in reading
6. Vocabulary drill and tests	6. To increase comprehension through increased reading vocabulary
7. Activities in expansion of sentence meaning	7. To build up thought stimulation through ideas in sentences
8. Using standard reading tests at intervals (e.g. Iowa Silent Reading Test)	8. To measure achievement and improvement in reading skills

COURSE CONTENT - FOUR YEARS

III. ORAL COMMUNICATION

OBJECTIVE

To provide the pupil with speech experiences in preparation for those which will be a part of his occupational and social life.

EXPLANATION

Throughout life, occasions for speaking are more frequent than those for writing, more varied in type, often more important, and in many ways more difficult to meet.

The oral experiences of the pupil in a vocational high school should be directed toward a life-preparation program which recognizes the specific demands of modern industry. This does not mean that the vocational pupil should be deprived of training in the social attitudes and skills which should be a part of any high-school life-adjustment program. It does mean, however, that the oral phase of training in communicative skills should be broadened to take advantage of the motivation created by the particularized requirements of employers. This responsibility does not end with preparing the pupil for the job-interview at his first placement. The tact and poise required to participate actively and properly in the sensitive organization of today's plant personnel can be insured only by the frequent experiencing of these activities under proper guidance. The pupil's needs as a wage earner include the development of those attitudes and skills which will equip him to get his job, keep it, and progress in the trade for which he is technically prepared.

Training in oral English is interpreted in this course under the two headings of Social Techniques and Occupational Techniques. Under both these headings the pupil may be instructed in the art of speaking and in the art of listening. No one can minimize the importance of good speech habits before a large audience, but it is intended that skills applicable to individual contacts and small groups be given full development.

Many of the activities used in this instruction may center around the oral handling of technical information. The ability to explain manual and mechanical operations, processes, techniques, safety devices and regulations, hints, short-cuts, and solutions to difficulties provides an invaluable asset to the trainee. It is to be hoped that no young person equipped with high-grade technical skills will be unable to fulfill his industrial destiny because of a deficiency in communicative skills.

LEVELS

Occupational

I. Simple oral explanations and business telephoning

II. Oral reporting and analyzing

III. Patterns of behavior in public contact

IV. Business etiquette

EXPLANATION

The aim on the first level is to aid the pupil to become effective in the oral treatment of his trade information and also to help him establish confidence in his own effective use of the telephone. On the second level, the pupil is assisted in organizing details for somewhat longer oral presentations of matters related to his trade, and the attempt is made to provide him with the numerous little interest-catching devices in oral presentation. The third level aims to help the pupil adjust to various situations common to his trade wherein oral skills are important to his success. The fourth level would add the polish to the preceding levels and provide the pupil with the elements of business etiquette so that his coming occupational experiences may be more satisfactory.

Social

I. Social conversation and telephoning; good listening habits

II. Discussing and cooperative planning

III. Patterns of social behavior

IV. Poise in common social situations

Explanation: On the first level, the emphasis is on establishing those oral skills which will add confidence to the pupil in his life experiences. On the second level, the activities would center around participation in co-operative action. The third level calls for establishing patterns of conduct peculiar to modern life. The goal on the fourth level is stability in rising to any social occasion.

Occupational

Activities:	Aims:
1. Using the telephone	1. To develop adjustment to business methods
2. Practicing interviews	2. To assist in obtaining employment
3. Conveying messages accurately	3. To provide a business skill
4. Practicing customer relations	4. To develop an important business asset
5. Discussing labor problems	5. To assist in employment adjustment

Activities:	Aims:
6. Functioning on a committee	6. To develop habits of mature action
7. Participating in conferences	7. To develop adjustment to business methods
8. Giving oral directions	8. To develop an occupational asset
9. Requesting information	9. To develop courtesy, clearness and directness
10. Arguing points of disagreement	10. To develop calmness, fairness, tolerance, and confidence
11. Reporting orally on technical reading	11. To develop skill in communicating technical information
12. Explaining blackboard diagrams	12. To develop skill explaining technical material
13. Describing persons, places and machines	13. To develop powers of description
14. Club activities	14. To develop parliamentary skill
15. Making announcements	15. To develop skill in attracting and holding attention

Social

Activities:	Aims:
1. Choosing topics for conversation	1. To develop good taste in conversational topics
2. Practicing openings in conversation	2. To develop confidence in starting a conversation
3. Participating in conversation	3. To develop tack and good manners
4. Formulating a conversational vocabulary	4. To eliminate slang and poor speech from conversation
5. Practicing good listening habits	5. To increase social desirability
6. Making and acknowledging introductions	6. To avoid embarrassment and establish confidence

Activities:	Aims:
7. Making apologies	7. To insure social adjustment
8. Expressing thanks	8. To develop courtesy
9. Expressing congratulations	9. To improve sense of social obligation
10. Expressing sympathy	10. To encourage sincere expression
11. Conversing at dinners	11. To develop social adjustment
12. Leaving social engagements	12. To develop social adjustment
13. Using the telephone socially	13. To aid in social development
14. Speaking formally to large audiences	14. To develop poise and skill in public speaking
15. Engaging in club activities	15. To master the knowledge and skills of parliamentary procedure
16. Criticizing oral presentations	16. To develop critical standards for oral expression; to promote tact
17. Introducing speakers	17. To develop a social skill

Speech Correction

The task of speech correction requires much specialized training and many time-consuming activities. Nevertheless, the English teacher normally assumes great responsibility in this area, and can usually include among his plans those activities which are aimed at speech improvement. Those which are indicated in the brief list which follows are but a few of those which lend themselves to specific lessons. There are many others which can be given specific or incidental treatment during the teaching of other phases of this course. It is recommended that pages 57 - 110 of the New York State Syllabus in English be perused for recommendations on various approaches to the problem.

Suggested activities for improving the quality of speech

Activities:	Aims:
1. Studying the terminology peculiar to the sounds of speech: vowels, consonants, dipthongs, etc.	1. To assist in the comprehension of the language of speech correction
2. Applying the pronunciations indicated in the dictionary by diacritics and accent marks to actual speech	2. To develop sound pronunciation
3. Strengthening the voice	3. To build confidence, business and social adjustment and to insure audibility
4. Producing resonance	4. To make voice more attractive
5. Developing pleasing pitch	5. To increase business and social acceptability
6. Developing voice variety	6. To improve vocal expression
7. Enunciating	7. To achieve clearness in oral communication
8. Eliminating errors resulting from faulty articulation.	8. To raise standards of oral expression
9. Reciting from memory	9. To improve skill in memorization
10. Observing posture and gestures of talented speakers	10. To establish critical standards for evaluating oral expression
11. Practicing correct posture and effective gestures	11. To increase effectiveness of oral presentation
12. Reading aloud	12. To develop skill in the pleasant handling of illustrative passages in a talk
13. Listening with attention	13. To develop good listening habits in an audience

COURSE CONTENT - FOUR YEARS

IV. WRITING EXPERIENCES

OBJECTIVE:

To cultivate in the pupils the desire and skill to write correct, clear, and effective English.

EXPLANATION

The program of writing experiences is interpreted in this course under four main headings:

1. Expository and descriptive writing: The industrial world is a world of explanation and description. For each of the countless operations, pieces of equipment, complicated machinery and tools, one can find reams of explanatory and descriptive literature. The craftsman is frequently called upon to provide large and significant portions of this writing. His worth is increased by his ability to explain and describe intelligently. He should be trained to recognize the aim of a piece of writing and, then,. provided with the skills, to produce it with the same economy and efficiency that characterize his technical work. In the gigantic web of modern industrial personnel organization, the worker is frequently known chiefly by the personnel interview blank which he completed, the reports he has submitted, and the suggestions or complaints he has filed. The English curriculum has the responsibility of providing the worker with the necessary skill to write the kind of expression which will operate in his favor.

2. Narrative writing: The narrative technique is a specialized type of writing peculiar to a selective group of literary artists, but it has its place in the training of the vocational pupil. Much narration is based on observation of a chain of events. For example, news reporting consists in recording a series of occurrences around an important event. Pupil observations become more meaningful when they are incorporated into a report form. Accuracy and clearness play an important part in the properly recorded narrative. The retelling of the main parts of a story tends to add to the appreciation of the story. The urge for creative expression, which is by no means missing from the vocational classroom, finds its outlet most frequently in narrative writing.

3. Persuasive writing:- There is a great need for the ability to write forceful opinion, to present argument in logical order, to direct ideas at the receptive minds of the reading world. The writer of advertising copy uses the art of persuasion commercially. The progress of a man in the business world today is often accelerated

by his competence in "selling" an idea. The tremendous sales organizations of industry have provided numerous opportunities for craftsmen to turn their technical knowledge and skills into lucrative commissions through an admixture of persuasive writing. The duties of citizenship are better accomplished by the person who can put into writing intelligent opinions of public policy. The critical judgment of a literary work, radio, television or theater presentation, expressed in clear and forceful English adds to the life-adjustment process of youth.

4. Communicative writing:- This phase of the course is intended to provide a large number of experiences involving the use of the written communication techniques in both the business and social world. The devices of the former are becoming more numerous and varied in their purpose and nature; but the ability to write an effective and correct letter remains paramount. Certainly, it is a minimum essential that the pupil be able on all levels to write requests for information and materials. Both business and industry are supplied with blank forms which must be handled by almost every worker for one reason or another. His efficiency will be considerably increased if he can approach these forms with a feeling of confidence in his ability to record clearly and effectively the information required. The experience provided in this phase of instruction should be as realistic as possible in simulating actual business conditions.

The alert teacher will find that many young people in his classes already have felt the need for greater skill and effectiveness in using this kind of writing. They are concerned with notices, sales letters, and invoices in connection with small neighborhood businesses which have grown from their hobbies in electrical work, horticulture, photography, automotive repair, etc.

Levels:

Explanatory and Descriptive Writing

I. Planning and writing brief but clear explanations and descriptions

II. Writing directions, hints, cautions, mechanical functions, etc.

III. Writing reports of technical reading

IV. Extended reports on technical subjects

NOTICE
LEAVE WRITTEN INSTRUCTIONS FOR YOUR REPLACEMENT ON NEXT SHIFT.

Explanation:

Brevity is the watchword on the first level, as all writing is scrutinized for its intention to the element of clearness in accomplishing its practical purpose. On the second level, attention is paid to the techniques of phrasing brief directions, writing effective cautions, and detailing mechanical operations. At the third level, the pupil should be ready to carry the expository and descriptive technique into the material he is collecting for reports. On the fourth level, this skill is expanded into the preparation of extended technical reports.

Narrative Writing

I. Recording personal experiences and observations

II. Writing summaries of narrative action

III. Maturing of expression in narrative style

IV. Writing extended accounts of sequential events

Explanation:

The development through the four levels calls for growth in the ability to tell or retell a sequence of events in a clear and interesting manner. Beginning with the first level, the pupil draws from his own real day-to-day experiences and observations for connected narration. The word narrative here is not confined to its narrow interpretation of imaginative content. It has its vocational application in the recounting of the details that lead up to some climax in shop or job activities, such as an industrial accident, a successful venture, an unfortunate occurrence, and the like. On the second level, the pupil may be ready to take the narrative of greater length and reduce it. This is similar to the precis in that it tries to preserve the whole in briefer form, but it is more than that in this application to the narrative techniques. A conscious attempt is made to preserve those details which make for clear understanding of the action described. On the third level, the aim is to help the pupil recount incidents, real or imaginary, with a matureness that becomes his approaching adulthood. The smooth use of connectives and apt modifiers receives special attention. On the fourth level, the techniques mastered and applied in the preceding years are now to be combined into the longer form. The report, the story, the news account, and the block of experiences can be capably handled.

"WONDERFUL, BILL! WE ARE GOING TO USE YOUR IDEA.' SWELL!"

Persuasive Writing

I. Writing opinions clearly and courteously

II. Gathering, judging, and selecting material to support opinions

III. Organizing material for writing to persuade others to action

IV. Development of skill in writing persuasively to meet many of life's situations

Explanation:

Persuasion in writing is by its nature directed at the influencing of someone else's opinion. The pupil at the first level is usually not mature enough to cope with the controversial element implied here. However, it is at this point that the spade work can be done to help him distinquish fact from opinion. He usually needs help in expressing his opinions as statements. He usually needs to be cautioned in the danger of stating opinions as facts. The writing at this level is brief, and the emphasis is on clear and courteous statement. This leads him to the second level where the pupil is aided in the marshalling of supporting points for his opinion. He is given help in selecting and judging the worth of his supporting material. On the third level, the pupil is ready to carry this organization into composite form for its effect on other people. The fourth-level pupil can be directed into specialized activities closely related to his trade wherein the persuasive technique will play a part, e.g., advertising, sales promotional material, support of legislation favorable to his trade, etc.

Communicative Writing

I. Writing social and business correspondence to meet uncomplicated situations

II. Writing communications appropriate to a set of given business and social conditions

III. Correct handling of business forms and some of the refinements of social writing

IV. Facility in the knowledge and skills of modern social and business communication

Explanation:

The progress through these indicated levels is more easily noted in the pupil than described on paper. The first-level approach envisions the pupil with an elementary need for knowledge of the correct letter form. Therefore, the activities would include writing to meet situations relatively free of complications. The principal aim here is to master the form. On the second level, he is ready for specific situations requiring the exchange of many letters of various kinds. The third level brings him into contact with typical business forms and their purpose in the industry in which he intends to work. Socially, he becomes aware of the letters required by certain life situations. The fourth level may be one of practical application wherein the pupil should be able to prove his mastery of the principles he has learned on the previous levels.

SUGGESTED ACTIVITIES

Expository and descriptive writing

Activities:	Aims:
1. Explaining games	1. To apply expository technique to leisure-time activity
2. Explaining use of tools	2. To relate exposition to shop activity
3. Explaining the completion of some shop project	3. To develop skill in explaining procedure
4. Explaining safety devices	4. To provide expression for safety consciousness
5. Writing answers to questions	5. To provide skill in recognizing the purpose and requirements of a question
6. Describing objects from memory	6. To develop powers of observation
7. Writing summaries of technical reading experiences	7. To develop skill in synthesizing technical information
8. Explaining government functions	8. To apply expository technique to citizenship experiences
9. Studying the vocabulary of exposition and description	9. To develop a word sense applicable to this style of writing
10. Writing character sketches	10. To develop skill in analyzing human personalities
11. Describing character traits	11. To develop desirable attitudes in human appraisal
12. Writing explanations of diagrams and illustrations	12. To develop skill in technical exposition
13. Study of expository and descriptive techniques in trade literature	13. To provide models for the development of this skill

Narrative Writing

Activities:	Aims:
1. Writing summaries of narratives	1. To develop a sense of orderly sequence
2. Writing personal experiences	2. To develop narrative style
3. Writing accounts of incidents which have occurred in the shops and classrooms	3. To develop the power of putting observations in written form
4. Building narratives around themes like heroism, adventure, endurance, etc.	4. To show the power of narrative writing to create an impression
5. Transferring emotion to narrative form	5. To develop skill in emotional writing
6. Writing news stories	6. To develop understanding and skill in newswriting technique
7. Writing short stories of type common in modern periodicals	7. To give opportunity for expression in creative writing

Persuasive Writing

Activities:	Aims:
1. Writing appeals for support	1. To develop skill in motivating action
2. Writing advertising copy	2. To develop skill in attracting attention and winning buyers
3. Writing editorials	3. To develop skill in expressing opinion from conviction
4. Writing critical reports of literature or theater, radio, and television presentation	4. To develop skill in expressing critical judgment
5. Organizing briefs or outlines for debatable topics	5. To develop skill in orderly arrangement of arguments
6. Advocating changes of policy by certain authorities	6. To apply persuasive technique to citizenship

Activities:	Aims:
7. To defend or attach certain technical process in comparison with others	7. To develop technique in comparison and contrast
8. Writing sales material	8. To develop the ability to write attractive, interesting and effective material with a technical background
9. Writing effective mottoes and slogans	9. To develop skill in effecting action through terse expression
10. Composing a sense-appeal vocabulary	10. To provide the means of appealing to the senses of readers

Communicative Writing

Activities:	Aims:
1. Writing news letters	1. To develop skill in passing on information to those who are away
2. Writing sympathy letters	2. To assist in fulfilling a social obligation
3. Writing and answering invitations	3. To provide a social skill
4. Writing answers to advertisements	4. To develop skill in precise communication
5. Writing requests	5. To provide a business asset
6. Writing letters of claim	6. To develop an appreciation of courtesy and tact as part of business style
7. Writing letters about mechanical subjects	7. To provide opportunity for expository writing in letters
8. Writing required business forms	8. To prepare pupils for work experiences
9. Writing telegrams	9. To develop skill in telegraphic expression
10. Writing information requested in various business transactions	10. To provide a necessary business skill
11. Writing letters of thanks, and other letters requiring tact and understanding	11. To provide a desirable social skill

COURSE CONTENT - FOUR YEARS

V CORRECTIVE ENGLISH

OBJECTIVE

To eliminate from the speech and writing of the vocational pupil the most common grammatical errors and cheap slang which may constitute a liability to any worker in social and business relations.

EXPLANATION

The approach to the problem of bringing about correct usage admits of at least three distinct variations. There is the traditional approach in which the pupil is taken through a series of exercises in which errors are to be corrected, correct choices made, or blanks filled in. This approach has been subjected to much criticism on the grounds that the situation is lacking in suitability since the sentences are not the pupil's own, and that the incorrect form frequently receives as much attention as the correct one.

There is a modern trend which advocates that correct usage be taught at the time and place where the errors occur. Those who espouse this approach would assign no definite time or lesson periods to the correction of specific errors. They feel that the ideal time to correct a usage error is when the pupil is conscious of having made it in his own speech or writing. The principal difficulty here is the frequent digression from other activities which this treatment would entail. It is conceivable that under such a system, a teacher would be constantly faced with the decision as to whether he should subordinate or perhaps even eliminate his well-planned set of activities and turn his attention to an error in usage.

Doubtless, there are many teachers who have experienced success with one or the other of these extremes. For them the course is clear; continue with that technique which seems most effective. For those teachers who have felt keenly the shortcomings of one or both of these plans, perhaps a solution may be found in trying a system which combines the best features of both. This would mean setting aside a few days, as suggested in the accompanying term plan, expressly devoted to the problem of usage. Rather than use the stereotyped textbook or workbook approach, a set of oral or written activities may be designed for the main purpose of creating situations in which usage is the paramount consideration. The few suggested techniques found in the technique section of this course may serve as patterns to stimulate the imaginative teacher toward the devising of similar methods.

Usage is not static. It is in a constant state of flux. This would seem to foster the caution against strict adherence to ancient textbooks and dictionaries. A valuable, though not positive, guide may be found in the best practices of recognized speakers and writers who find their way into pupil experiences through television, radio, newspapers, and magazines. Handbooks of usage which have been generally accepted by the modern secretary and business person frequently offer a reliable approach to functional English on a current basis.

The problem of usage is not easily divided into levels for instructional purposes. Errors in usage made by a first-year high-school pupil are just as worthy of correction as those made by a fourth-year pupil. With this in mind, the writers have refrained from indicating any gradation of instruction in this area. This does not mean that usage itself does not admit of levels. The contrary is true. Repudiating a single standard of usage, most modern authorities have set *appropriateness* as a norm. They recommend trying to develop in pupils an insight into the relation of language to the situation in which it is being used. For an extended treatment of this approach, the teacher is referred to *Grammar and Usage in Textbooks in English,* by Robert C. Pooley.

SUGGESTED ACTIVITIES

Activities:	Aims:
1. Speech and writing activities observed for presence of errors	1. To provide a basis for detecting poor usage
2. Using an error box	2. To fix pupil responsibility for observation of errors
3. Participating in scored contests on correct usage	3. To introduce competitive motivation into the process
4. Use of "Never Again" notebooks	4. To provide a device for recording corrected usage
5. Conversational experiences	5. To provide opportunity for conscious avoidance
6. Blackboard warnings in constant view	6. To create visual impression
7. Written exercises in the recognition of incorrect form and the supplying of correction	7. To fix habit of correct usage

COURSE CONTENT - FOUR YEARS

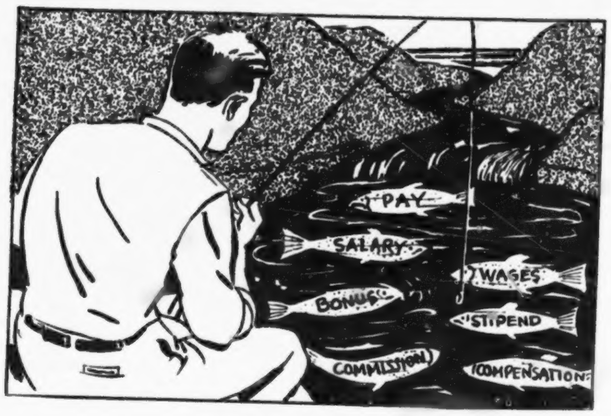
VI. VOCABULARY

OBJECTIVE

To improve and enrich the word-power of pupils as an aid to clear thinking, effective expression, and appropriateness in the choice of language.

EXPLANATION

In order to develop a sensitivity to language as an effective medium of expression, the vocational pupil must be guided through a set of developmental experiences which will attempt to integrate his technical vocabulary with his other speaking, reading, and writing activities. If his thought processes are conditioned by the words at his command, the effect of increased word-power should mean clearer thinking. Throughout the course the element of functionality has been stressed. The pupil's expression becomes more effectively functional as his vocabulary is developed. He has a need for more than a numerical growth of words. It is required that he develop a sense of appropriateness in application of words to situations.



Vocabulary development is a suggested aim of almost every area of the course, but its importance as a content subject would seem to demand its inclusion as an item for much specialized treatment, especially when we consider some of the tools used in connection with it. The committee has recommended that the use of the dictionary be taught as a part of this phase. If we add to this, practice in the use of such reference books as Roget's Thesaurus and the various books of synonyms and antonyms, we can see the necessity for allotting time and instruction procedures to this work in our teaching plan.

As a result of some of the recent studies in semantics, many of the modern writers are advising against the teaching of vocabulary by means of lists of unrelated words the meanings of which are to be memorized and applied later. They advise the study of words in context and urge the development of a pupil attitude which does not produce the question, "What does this mean?" but rather, "What does the writer intend this to mean to me?"

In connection with the vocabulary aspect of the course, it is recommended that the pupils be exposed on some levels to the interesting phases of word origin, and even to the foreign-language derivation process wherever the interest level can support it. Such attractive treatments as Bellafiore's Words at Work or Words by Margaret Ernst can provide stimulating material for the classroom.

Word-building activities in which certain prefixes and suffixes are attached to stems offer another approach to the instruction process.

Steady growth programs such as that recommended by Norman Lewis in his *Word Power Made Easy* may be used effectively if certain modifications are made to meet the levels of attainment of the pupils involved. The idea of the core interest as a vocabulary builder lends itself very well to activities built around such fields as advertising, newspapers, travel, government, vocation, etc.

The omission of a section establishing levels in the vocabulary-development instruction is not intended to indicate that the process does not admit of levels. The developmental stages are of such a variable nature that the individual teacher is in the best possible position to select the plateau on which he should operate. Diagnostic tests in both vocabulary and reading comprehension can provide a guide for this selection.

SUGGESTED ACTIVITIES

Activities:	Aims:
1. Grouping words from science and social studies classes around written projects	1. To provide opportunities for incorporation of terms from other courses into writing experiences
2. Oral presentation of material related to the science and social studies programs	2. To provide speech experiences in other subject fields
3. Writing illustrated material using terms from science and social studies	3. To provide graphic application of these terms
4. Conversational experiences centered around these terms	4. To provide informal application of terms
5. Examining these uses of these terms in newspapers and magazines	5. To improve interpretative reading skill
6. Preparing notices, bulletins, posters, charts, using these terms	6. To provide a varied program of application
7. Alphabetizing words	7. To develop speed in recognition of alphabetic arrangement
8. Ascertaining preferred spelling of words	8. To develop the habit of using the dictionary as a spelling authority
9. Practicing dictionary pronunciation	9. To establish facility in interpreting accent and diacritics

Activities:	Aims:
10. Finding synonyms and antonyms for words	10. To provide a tool for creating variety in speech and writing
11. Determining part of speech	11. To develop an understanding of the relationship between part of speech and meaning
12. Selecting appropriate meanings	12. To establish an understanding of the arrangement of various meanings for one word
13. Using the Proper Name section and other special information sections of the dictionary	13. To develop an appreciation of the reference value of the dictionary
14. Applying the principles of syllabification used in the dictionary	14. To provide skill in word-division
15. Finding correctly inflected form in the dictionary	15. To provide an understanding of the dictionary method of presenting inflection
16. Ascertaining the level of usage of a word	16. To provide a tool for determining the status of a doubtful word
17. Tracing the languages through which a word came into English	17. To provide a tool for understanding language influence
18. Comparing various dictionary treatments	18. To familiarize pupils with common differences
19. Projects in application of all dictionary knowledge skills	19. To provide an integrated program of dictionary experiences
20. Vocabulary activities based on reading experiences	20. To provide a means of adding to vocabulary through reading experiences
21. Exercises designed to eliminate confusion in meaning among words	21. To aid in building a clear and accurate vocabulary
22. Using business and industrial terms in proper context	22. To encourage the development of an accurate and complete business vocabulary
23. Building words from roots, stems, prefixes, and suffixes	23. To develop skill in the recognition of word patterns

Activities:	Aims:
24. Using the dictionary as a vocabulary builder	24. To develop skill in choosing proper dictionary meanings
25. Oral vocabulary activities	25. To develop a fluent speech vocabulary
26. Practicing the use of synonyms for overused words	26. To provide variety in speech and writing experiences
27. Classifying words according to their level of usage: colloquial, slang, informal, literary, formal	27. To develop taste and judgment in the use of words
28. Practicing the recognition of Anglo-Saxon elements in newspapers, popular songs, movie titles, advertising slogans, signs, etc.	28. To develop an appreciation of the simplicity and directness of the Anglo-Saxon elements in our language
29. Studying an historical sketch of the English language	29. To cultivate an appreciation of the background of English
30. Using Greek borrowings to meet specific word requirements	30. To develop an appreciation of the aristocratic influence of Greek on our language
31. Using Latin and French borrowings to meet word requirements	31. To develop skill in the recognition and use of these words and their variations
32. Using the dictionary to determine origin of words	32. To develop skill in using the dictionary for determining word derivation
33. Finding the Italian borrowings in English	33. To develop appreciation of Italian as the language of the arts
34. Recognizing the Spanish borrowings in English	34. To develop an appreciation of the colorful effect of Spanish in our language
35. Comparing American and British development of the language	35. To develop appreciation of American contributions to the English language
36. Observing usage in modern advertising	36. To develop appreciation of the contribution of modern advertising to the vitality of English

Activities:	Aims:
37. Recognizing other influences on the language	37. To develop an appreciation of the receptivity of our language to a variety of influences
38. Changing meanings of words by adding prefixes	38. To fix understanding of the effect of prefixes
39. Drills on prefix meaning	39. To fix recognition of prefix meanings
40. Using prefixes which undergo changes in spelling	40. To provide experience in changing spelling of prefixes
41. Using many words from the same word family	41. To establish a recognition of patterns in word building
42. Adding suffixes to words	42. To fix understanding of effect of suffixes on word meanings
43. Practicing the spelling changes with some of the suffix additions	43. To develop skill in adding suffixes
44. Practicing analysis of words based on meaning of roots, prefixes and suffixes	44. To establish a word recognition pattern
45. Writing selections requiring word construction	45. To develop skill in word building

COURSE CONTENT - FOUR YEARS

VII. SPELLING

OBJECTIVE

To provide the pupils with the skill necessary to spell correctly those words which may be a part of their social and occupational experience

EXPLANATION

Spelling is a writing skill and therefore functions as either an asset or liability to that form of expression. The vocational pupil has, in addition to the normal need for spelling the words of everyday life, the specialized need for aid in spelling the technical terms of his trade. The neatly inscribed drawing or sketch with misspelled labels is not an uncommon sight in the vocational shop. The forms and reports that will become a part of the worker's life on the job frequently call for the correct writing of the names of tools, parts, accessories, etc.

As in vocabulary and corrective English, instruction in spelling can become a part of many phases of the course, but it also has a place as an individual target. There is room for positive instruction in how to attack the spelling of a new or difficult word, in developing a sense of how words are put together, in how to compare the visible word with the audible word. The fact that intelligibility of communication frequently depends on spelling is a motivating factor on which the instructor can capitalize.

DICTIONARY
I AM THE AUTHORITY

The New York State Syllabus offers two possible general approaches to the problem. In one, the diagnostic test reveals the pupil weaknesses and the teacher sets up the instructive process to strengthen them. In the other, teacher and pupils combine in carefully analyzing the words of special difficulty. Activities are designed for using these words correctly and then tests are administered.

Again, use of the dictionary plays an important part in this area of instruction, as do many of the glossaries of technical books and the trade dictionaries.

There are some developmental processes suggested for increasing spelling ability. One which may prove helpful is A Spelling Review by John A. Lester (Follet Publishing Company, Chicago, 1947). Norman Lewis, in his Word Power Made Easy, includes a section on the use of mnemonics to fix correct spelling in the memory.

No levels are indicated for instructional purposes to correspond to the four years of high school because spelling is interpreted by the committee as a part of written expression. As such, the individual teacher should be in the best position to gear the spelling instruction to the writing experiences within the particular class.

SUGGESTED ACTIVITIES

Activities:	Aims:
1. Writing activities grouped around troublesome words	1. To provide application of spelling skills
2. Applying spelling rules to certain words	2. To provide standard patterns where possible
3. Forming plurals	3. To develop skill in a terminal spelling problem
4. Forming possessives	4. To provide training in the use of the apostrophe
5. Locating "hard spots" in words	5. To focus attention on point of difficulty
6. Adding prefixes and suffixes	6. To provide skill in solving problems resulting from junctures
7. Pronunciation activities	7. To provide another sense appeal in spelling instruction
8. Spelling homonyms	8. To eliminate spelling confusion resulting from words sounding alike
9. Comparing varying authorities	9. To develop an appreciation of the reasons for variant spellings
10. Correcting written material containing spelling errors	10. To develop skill in recognition of spelling errors
11. Spelling shop and technical terms	11. To provide an enabling skill for shop activities
12. Spelling social studies and science terms	12. To provide an enabling skill for present experiences

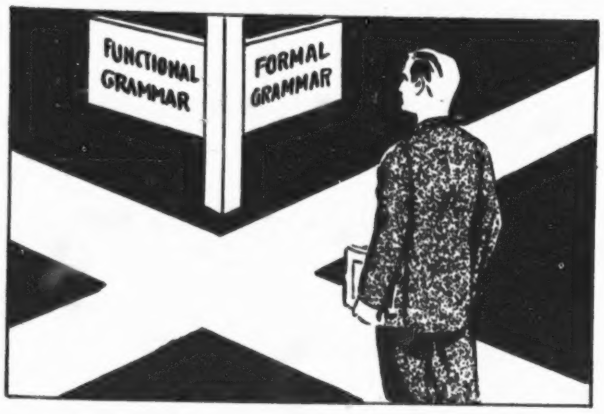
COURSE CONTENT - FOUR YEARS

VIII. GRAMMAR

OBJECTIVE

To provide the pupils with that instruction in grammar which will best serve as a basis for writing and speaking correct English

EXPLANATION



There is among teachers much theorizing on what is the best way to reach the objective stated here. There are those who feel that the ninth-grade pupil who comes to them after elementary-school instruction in formal grammar is not likely to learn any more than he already knows about the subject. There are those who feel that instruction in formal grammar has a frustrating effect on the high-school pupil who finds it difficult and this causes him to become rebellious. On the other hand, there are those who feel that the teacher of effective writing and speech is left without weapons if the grounding in formal grammar is missing. Still others feel that the logic of the sentence diagram is missing. Still others feel that the logic of the sentence diagram has a distinct appeal to the vocational pupil who is used to learning from blueprints and drawings.

Realizing the futility of bringing these divergent views together, the writers are recommending an experiment in the functional approach. The Curriculum Commission of the National Council of Teachers of English (English Language Arts, Appleton-Century-Crofts Inc., 1952) states that there are three factors to be taken into account in planning a program in grammar:

1. Individuals differ in the extent to which they can profit from instruction in grammar.

2. The desire to improve one's language is fundamental to success in doing so.

3. Knowledge about language is not the same thing as ability to use language effectively.

On the first point, consider whether it is more important for the pupil to eliminate "Him and me went to the game," from his speech or to know that him and me are pronouns in the objective case. If the former is a more desirable aim, then would not the two sentences, "Him went to the game," and "Me went to the game," expose the error just as effectively as a reference to the chart of cases for pronouns, which would serve only those who know and understand the pronouns and their cases?

On the second point, if instruction in grammar becomes dull, boring or distasteful in any way to the pupil, his whole attitude toward improving his language habits hangs in the balance. If he rebels, all is lost. If he develops a defeatist complex ("I never could get grammar.") and is led to believe that his ability to express himself depends on his aptitude for recognizing parts of speech, names of verb and pronoun inflections, etc., he has a handicap which may follow him the rest of his life.

The third point is not intended to mean that knowledge of language is useless. It is, rather, a specialized area. Not every automobile driver must be a skilled mechanic, or know the name of every part of the vehicle which he is driving. The hint here is that, traditionally, English teachers have made grammar an end in itself, rather than the tool which it actually is.

In suggesting this approach, the writers feel that there is still a place for much of the traditional nomenclature of grammar, even as the automobile driver must have names for the controls he is handling. The use of such terms as noun, pronoun, etc. in connection with language activities will have a value, provided that progress does not depend exclusively on knowing the meaning of the terms. Pupils can be taught to use effective modifiers for a considerable length of time before the word modifier is used to describe them. This may also be true of connectives and other syntactical functions.

Levels:

I. Writing complete, clear, and varied sentences

II. Effective use of modification in sentences

III. Effective use of subordination in sentence

IV. Constructing sentences to meet certain types of expression

Explanation

The first-year high-school pupil is asked to view his sentences as separate units which must be examined for completeness, clearness, and variety. On the second level attention is paid to the enrichment produced by the choice of modifiers. The next development is skill in arranging ideas within a sentence to bring about proper subordination. Finally, on the fourth level, the pupil should have acquired sufficient sensitivity to sentence structure to be able to phrase sentences for different types of expression: terse sentences for the brief report, extended sentences for summarizing activities, inclusive sentences for the news chronicler, etc.

COURSE CONTENT - FOUR YEARS

IX. CAPITALIZATION AND PUNCTUATION

OBJECTIVE

To effect an understanding of capitalization and punctuation as a part of written expression

EXPLANATION

The treatment of punctuation and capitalization is properly an adjunct of the writing experiences of the pupils. However, the writers have included it as a special section for formal treatment throughout the four years because skill in these areas consists in the development of well-founded judgment in making the many decisions concerning their use. Such decisions are problems in all writing and therefore represent the needs of all students.

In order to make the pupil more alert to correct application and consistent practice in these matters, some formal treatment seems to be in order. Periodic diagnostic tests may be sufficient to indicate the amount of time and effort to be expended in instruction. Printers and commercial pupils have specialized needs in this regard and therefore are entitled to more intensive training in these areas. The general objective is stated in terms of understanding, not knowledge. This would seem to indicate that in general the approach should be the same as in grammar. The emphasis should probably be placed upon correct use of punctuation rather than upon testing and drilling for the mastery of rules.

Once again, no mention of levels of instruction is made here, since punctuation and capitalization in secondary-school writing do not lend themselves to graded development. The same diagnostic test may well be administered to first and fourth-year pupils.

The activities listed below are suggested to indicate the many areas in which procedures may be designed for instructional purposes.

Activities:	Aims:
1. Discussion of cases in which punctuation errors have been costly	1. To establish motivation for the study of punctuation skills
2. Using periods with sentences, abbreviations, dollars and cents, decimals, numbering, lettering	2. To develop skill in the use of the period
3. Using commas in dates, addresses, numbers, series of words, phrases, clauses, quotations, etc.	3. To develop skill in the use of the comma

Activities:	Aims:
4. Using the interrogation point with questions, expressions of doubt, quotations, etc.	4. To develop skill in the use of the interrogation point
5. Using the exclamation point with sentences, ejaculations, etc.	5. To develop skill in the use of the exclamation point
6. Using the semi-colon	6. To develop judgment in the correct use of the semi-colon
7. Using the colon	7. To develop skill in the use of the colon
8. Using quotation marks	8. To develop a sense of correct placement of quotation marks
9. Using the parenthesis, dash, hyphen, apostrophe, etc.	9. To develop skill and judgment in the use of those marks
10. Reading written material for punctuation errors	10. To develop skill in recognizing punctuation errors
11. Writing sentences for first-word problems in capitalization	11. To develop skill in sentence capitalization
12. Writing lines of poetry and solving problems of lines carried over	12. To fix the idea of first-word capitalization in poetry
13. Writing direct questions and formal quotations within sentences, including fragmentary quotations, separate phrases, numbered or lettered	13. To develop judgment in handling quotations
14. Writing other names for the Deity	14. To develop skill in recognition of divine appellations
15. Writing sentences using scriptural and religious words and titles	15. To develop judgment on style
16. Using titles of rank, honor, and courtesy	16. To develop judgment in capitalization of titles
17. Writing titles of books, plays, newspapers, periodicals, articles, pictures, lectures, toasts, and historical documents	17. To develop skill in handling literary titles

BOOK II

FIRST YEAR PROCEDURES

BOOK II - THE FIRST YEAR PROCEDURE SHEETS

INTRODUCTION

The writers and consultants who were concerned with the construction of this course in English for the vocational high schools sought to find some method for presenting in some detail the types of activities which might translate the course philosophy into something tangible. Actual lesson plans were shunned because of their tendency toward rigidity. The mere listing of activities by a terse descriptive title seemed inadequate, since they might easily be misinterpreted. A middle course seemed most desirable. It was decided to use the medium which appears on the pages that follow. For convenience they are called procedure sheets.

Even as the members of the committee have differed in their evaluation of certain techniques and practices, the teachers who will attempt to teach this course will find that some of the suggestions and devices are in line with their individual classroom management systems, while others will appear obviously unsuited. The variables are many and are familiar to anyone who thinks through some of the complicating factors.

It is important that each teacher judge these devices only as suggestions. They are not offered as the only ways to attach the objectives of the course, nor are they to be considered even as the best ways. It is to be hoped that the material will accomplish at least these two purposes: (1) Indicate that the matter is teachable in at least one form; (2) Assist the teacher who seeks a substitute for his present methods.

There are many areas of the course in which intra-departmental co-operation can function within each school. The standards for promotion, examinations (if any), use of school audio-visual equipment, purchase of instructional material, production of mimeographed material and the like are all samples of activities which can be more efficiently arranged by an organized department. Certain types of instructional material lend themselves to standardization, and much needless duplication of effort can be saved if the framework for sharing these items can be established. Some examples might include:

Objective tests
Outlines of material (book synopses)
Book lists
Fill-in sheets
Illustrative sheets
Exhibit material
Questionnaires
Word lists

Included among the suggestions are many which indicate the use of some special teaching aid not readily available to every teacher. Sometimes the physical limitations of the classroom will make certain of the procedures impracticable. If the alternative suggestions do not serve the required situation, teachers will be forced to resort to their own ingenuity to meet the emergencies. Since others may experience the same difficulty, it may prove helpful to share the solutions with one another.

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When it becomes evident to a teacher that certain material or activities are beyond the level of achievement of a particular class, the old admonition, "Begin where they are," is still valid. If, for example, reading scores and diagnostic tests indicate a below-average class, it may be necessary to return to more fundamental material and to use modified adaptations of the suggested activities.

The structure of these procedure sheets is purposely designed for ease in amending, elaborating, and expanding. The success of their application to the teaching of the first year of the course will condition the structure and design of the activities suggested for the succeeding levels. This makes every teacher a very important cog in the evaluative judgment on which future progress is to be based.

SUBJECT AREA I

PROCEDURE 101 - HOW TO STUDY

Unless we leave to chance the preparation of the first-year pupil for the high-school study process, some direct attack on the problem seems to be indicated for the first week of school. He is trying to adjust himself to a new routine and finds himself the recipient of all sorts of confusing directions. The following procedures are suggested as possible methods of alleviating his distress and smoothing his entry into the new study process.

I. NOTEBOOK

The preparation of the notebook to be used in the course can provide a core for activities in guidance for study procedures. A sample notebook, properly arranged and on display in the classroom, can serve as motivation for the pupils. The manual operations involved in the actual preparation processes serve to relieve the classroom tension and give the opportunity for the instructor to observe his class in action. Little hints which may help in making the notebook more effective might consist in:

Demonstrating the value of twenty-nine lines to the three-ring page rather than forty-one to a page

Demonstrating methods for mounting pictures and clippings

Demonstrating the turning of pages by outside edge rather than by the corner

Showing how to mend torn pages

Displaying the arrangement of index tabs

Focusing attention on the value of an efficient fountain pen. (A pupil may prepare an explanation of how to clean and maintain a fountain pen.)

II. THE WORLD OF PRINT

Another set of study activities may center around orienting the pupils to what is sometimes called "the world of print." A listing of the following words on the board and a supply of illustrative material may prove helpful: book, periodical, journal, newspaper, pamphlet (brochure, bulletin, circular), leaflet, broadside, card. This may be followed by a similar instruction period on the parts of a book: binder's title, colophon, headpiece, dedication, frontispiece, title page, imprint, note of copyright, preface, introduction, foreword, table of contents, lists, body of the book, cross references, foot notes, tables, bibliography, glossary, index, addendum, appendix, supplement.

III. LIBRARY

Library instruction in some degree at least would seem to belong among the study techniques. First-year pupils may profit from an early visit to the library. Its location may become more permanently fixed, if among their notes they include a diagram showing its position and the route taken to reach it. The location of general references and actual use of the card catalogue would seem essential at this point. Pupils should be encouraged to obtain public library cards to increase the availability of books.

IV. DICTIONARY

Some time devoted to the handling of the classroom dictionaries may be a valuable part of this phase of instruction. The dictionary appears as a supplement to almost all the other parts of the course, but an early contact with the general organization of the book can pay dividends later on in the course. A few simple problems in the use of the dictionary can provide the stimulus for intelligent guidance in its use.

V. STUDY SCHEDULE

A study schedule made under teacher supervision can serve as the basis for much valuable guidance in a grounding in good study habits. A model constructed on the blackboard by the teacher may be both a model and a basis for class discussion on scheduling study. Of course the model will not fit everyone's available time. The class can co-operatively attack the problems of various members of the class. A neatly drawn and carefully planned study schedule in the notebook may serve as a constant reminder to the pupils in the matter of economy of time. The schedule may contain the days of the week and the available study time blocked out for each day.

VI. STUDY PROBLEMS

Another set of activities may center around study problems. The teacher may have mimeographed or placed on the blackboard the following weaknesses which frequently hinder proper study:

Studying wrong assignment

Giving answers which do not fit the question

Copying words and misspelling them

Inability to find things in the notebook

Taking too long to get started

Misunderstanding oral directions

Handing in work late

Being unprepared for a lesson

Missing important things when studying

Not having enough time to complete work

Considering some work "too hard"

Doing most of studying at night

Forgetting papers, books, etc.

A pupil project might be to analyze these failings and try to devise the proper antidote for each one. This device serves to warn the pupil of some of the study pitfalls and focuses his attention on ways to avoid them.

VII. READING INVENTORY

Preparation for the reading experiences may be made during this period of instruction in study techniques. One method is to prepare a mimeographed form sampling the pupil's reading interests. It may be a questionnaire asking these questions:

1. If you like to read, what kind of reading do you enjoy most?
2. If you don't like to read, why do you dislike reading?
3. Are you conscious of any difficulties? (be definite)
4. What school work do you like most? Least?
5. What are your hobbies? Outside interests?
6. Do you listen regularly to any radio programs? What are your favorite programs?
7. How often do you go to the movies? Name three you liked very much.
8. About how many books are there in your home library?
9. What magazines are taken regularly in your home? Underline those you usually read.
10. List about five books you have read within the past year or two.

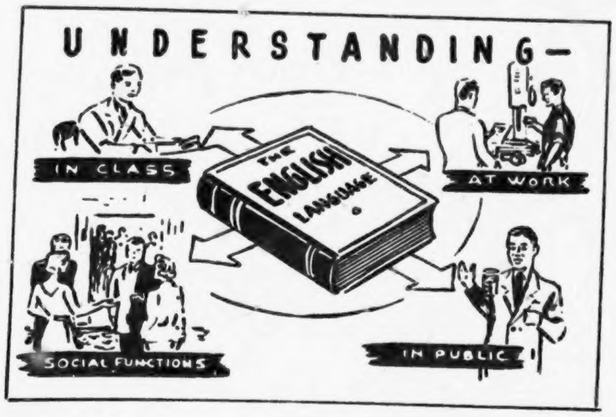
VIII. SUGGESTED FILM

The film How to Study (Coronet - 10 minutes) offers a powerful appeal to the pupils by showing clearly that studying can be pleasant and profitable through cultivation of proper techniques and budgeting study time. It explains the adjustment of the reading rate to purpose and material in the library and from other sources. The showing may be followed by class discussion of the points of the film. Pupils may wish to express themselves on how the situations pictured in the film either correspond or do not correspond to their own.

PROCEDURE 102 - VALUE OF ENGLISH

Frequently, for one reason or another, an antipathy toward English as a subject exists among pupils. To set aside at least one full class period early in the term for modifying this attitude may pay dividends in the days that follow. The aim is to devise some sort of activities which will make this beginning high-school pupil conscious of English as an important part of every aspect of his life. It is doubtful that any lecture technique can accomplish this end. The following suggestions indicate to some degree the nature of activities which may accomplish this objective.

I. THE NEWSPAPER



The newspaper can serve as the core interest for one set of activities aimed at this point. In this device the aim is not to teach the newspaper, but rather to use it as an aid in influencing attitudes. Each member of the class may have a complete newspaper. Under teacher guidance the pupils begin to search for those areas in the newspaper in which language has played a significant part. For example, in the account of a court case, English appears as the tool of legal procedure; at an international conference it shapes world affairs; in a new government directive it affects the lives of millions of people, etc. The class can work out similar applications. Volunteers can place lists on the board and give oral explanations. The editorials and sports columns can be examined for the effects of language on life and thought. Interesting examples of these may be found to stimulate class interest.

II. ENGLISH ON THE JOB

Another approach may consist in establishing a definite connection between the worker's future success and his ability to use effective English. The visual aid here may consist in a mimeographed or blackboard-written list of activities in which a craftsman may find himself engaged within the course of a normal day. For example, in the course of one day, a plumber may do the following:

A. Write to a plumber's supply firm

B. Write to a friend, asking him to join in a party

C. Order a fishing rod

D. Talk to customers in their homes

E. Approve a short advertisement for the paper

F. Make eight business phone calls and two social calls

G. Speak at a union meeting

H. Converse with friends over a bridge table

I. Interview applicants for a plumber's assistant

J. Read a newspaper, part of a magazine, part of a book

K. Explain to a helper how to repair a leak

L. Sell a new water tank to a customer

The pupils may prepare similar lists for their own trade. Then they may analyze the part of English in each of these activities. Speech, writing, and reading, together with the refinements of social and business English, are prevalent in the normal person's life. Perhaps pupil attention can be focused on this fact.

III. INVENTORY OF ENGLISH NEEDS

The framework for building up appreciation of the value of English may consist in constructing a project in which the class takes inventory of their English needs in various categories:

A. In the school

B. In spare time

C. On the job

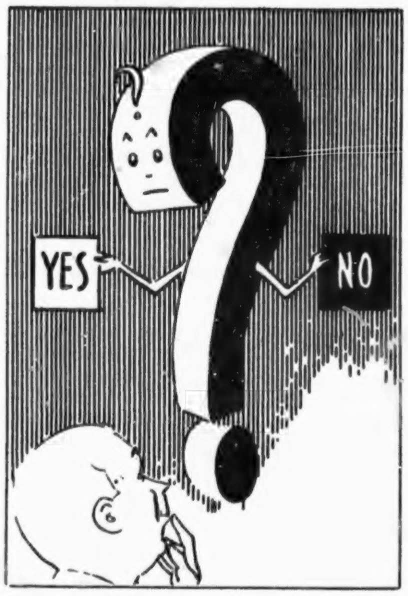
D. As a citizen

The net result of this inventory if conscientiously done by the pupils should be an increased realization of the value of the subject of English.

SUBJECT AREA II

PROCEDURE 103 - INTERPRETATIVE READING

Interpretative reading is that which is directed at understanding opinion. It involves many mental operations which usually do not come until the pupil has progressed beyond the early secondary-school levels. The ninth-year introduction has the underlying purpose of preparing for this maturing by arousing an awareness of opinion in writing. The following suggested procedures are aimed at bringing the pupil to a realization that there are at least two sides to every issue and that what he is reading is one side.



I. EDITORIALS

Newspaper editorials, because of their varied nature and timeliness of topic, are well-suited to this type of activity. One approach is to allow pupils to scan a large number of editorials from different issues and compile a list of the points in contest. They must read more than the titles to be able to state the issue.

II. COLUMNISTS

The various newspaper columnists provide a medium for a long-term assignment. These writers usually follow consistently a pattern of general policy. Certain columns are assigned to various pupils for nightly reading. The pupil notes the subject of the column and briefly states the writer's opinion. In time he has a brief sketch of the writer's views of a number of different questions.

III. CRITICAL REVIEWS

Radio, television, and motion-picture reviews offer another approach to this type of reading. What is being unfavorably criticized and why? What is being praised and why? This means practice in reading for statements of opinion.

IV. MAGAZINE COMMITTEES

Committees of four or five pupils may be assigned to cover various magazines to seek out the articles of opinion. They may prepare tables listing the magazine, date, title, author, and opinion.

V. ADVERTISING COMMITTEES

Another core of activities of this nature may consist of searching out stated opinions in advertising. For example, a committee may prepare a display of typical magazine and newspaper ads containing material which is designed to change or strengthen opinion. A steel corporation may take a full page to justify its position on a union demand. A drug concern may encourage certain health practices. A company may extol democracy. Another may assail certain legislation. The teacher may assist in phrasing terse and apt labels and encourage the composition of appropriate explanatory material.

VI. PASTE-UP PROJECT

Another device is to have members of the class clip examples of this type of reading material and paste them on sheets of paper. On the remaining portion they devise objective questions concerning the material: true-false, multiple choice, completion, matching, etc. A teacher-prepared sample can serve as a model. The composing of the questions requires some thoughtful and purposeful reading. When completed, they can be exchanged for answering by the pupils. Here again, the reading is done to seek out the answers to the pupil-constructed tests. The teacher can act as umpire in deciding the fairness of a particular question.

PROCEDURE 104 - READING TO SOLVE PROBLEMS (Directions)

The ability to read directions is one application of the general skill of reading to solve problems. The person who is about to make or do anything new usually consults directions. The manual operations of the vocational pupil are greatly affected by his ability to read and understand directions. The following procedures are offered as possible methods of establishing desirable habits in this direction.

INSTRUCTIONS

I. CLASS DISCUSSION

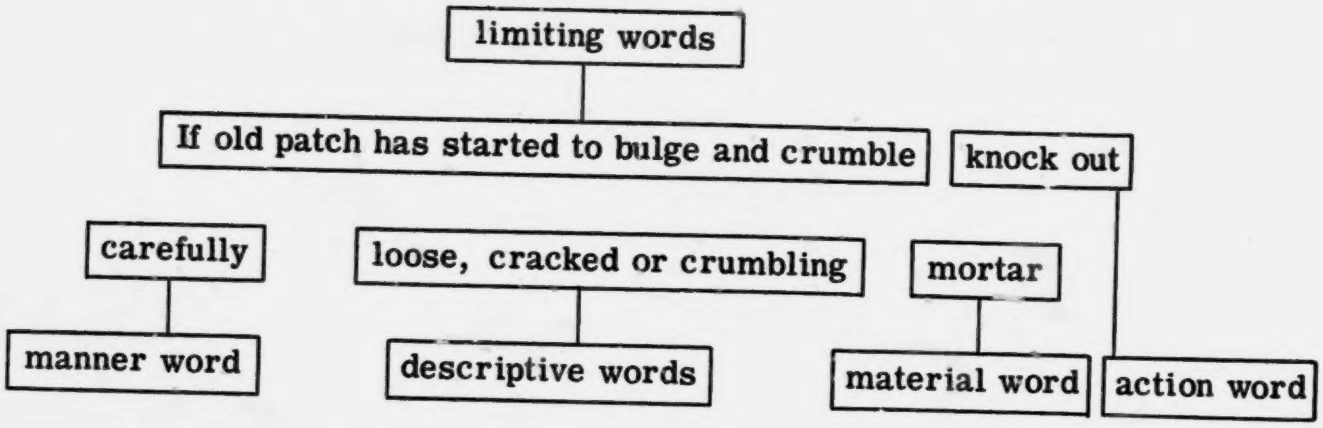
A light approach to this problem might consist in some class discussion of instances they can recall in which failure to read directions resulted in humorous conclusions. Almost everyone has witnessed the car-waxing which failed because of failure to follow the instructions's warning against use in the bright sun, or the peeled paint which was improperly mixed, or the protruding bolt which was inserted from the wrong side.

II. READING FOR PURPOSE

The pupils bring to class sample directions from relatively uncomplicated assemblies or mixtures. The teacher begins by making the point that every statement included in a set of instructions has a purpose. As a means of focusing attention on that purpose, the class might prepare a two-column chart, placing the statement in brief form in one column and its specific individual purpose in the other. An interesting variation would be to scramble the statements and purposes and have the pupils exchange papers to rearrange them in proper order again.

III. THE LANGUAGE OF DIRECTION

A sensitivity to the function of grammar in directions may be encouraged by this device. A sample direction is placed on the board. Adjacent to it are listed some of the common grammatical constructions which function in this type of expression: action word (verb), name of material or instrument (object), manner word (adverb or adverbial phrase of clause), descriptive words (adjectives), limiting words (phrases or clauses).



Class may discuss which type of words are more important to the successful carrying out of an operation. They may make similar analyses of directions on shop job sheets.

IV. NUMBERED STEPS

Since printed directions are sometimes given in numbered steps, and other times in solid paragraph form, pupils should be familiar with the pitfalls and advantages of both forms. Examples of both may be viewed by the class. One project might consist in transferring the one style into the other. This can provide the teacher with a realistic opportunity to offer guidance on connectives and transition words.

V. RETAINING THE SIGNIFICANT

One of the problems related to the reading of directions is inability to retain the significant information items, such as dimensions, quantities, sizes, specification numbers and the like. One drill directed at this problem might consist in having the pupils find some instructions or directions and carefully letter them on one side of a 3 × 5 card or piece of paper. On the reverse side they may ask questions about the directions, such as: The length of the threaded end should be__________? How many drops of acid are called for in this etching solution? How much play is indicated for the clutch pedal? By holding the card or paper so that the questions are visible to another pupil, each pupil can test the retention ability of his neighbor.

VI. TECHNICAL TERMS

An obstacle frequently reported by the teachers of trade subjects is the apparent unwillingness of pupils to seek out the meaning of the unfamiliar terms which occur as part of shop reading material. Perhaps the English teacher can assist here by designing procedures for developing skill in searching out meanings of trade terms for a class project. The necessary reference books might be borrowed from the library or shop for classroom use. The pupils could use these books, such as trade dictionaries, glossaries, data sheets, etc. under teacher guidance.

VII. USING GUIDE MATERIAL

The reluctance of pupils to use indexes and tables of contents is sometimes traceable to a lack of understanding of their uses. A workable exercise on this phase may consist in the reproduction of a page from an index or a table of contents with an accompanying page carrying questions of this type: On what page will you find information about the uses of oil? (a) 325 (b) 125 (c) 128 (d) 131

VIII. INTERPRETING QUESTIONS

Closely allied to this phase of instruction is the problem of reading examination or test questions. Examples from the social studies, science and mathematics classes abound in their examination material. The exercise constructed from this material should stress comprehension of the material rather than answers to the questions.

IX. INTERPRETING GRAPHIC ILLUSTRATIONS

The reading of maps, charts, and graphs for specific information provides another device for constructing exercises in this type of reading.

X. SHOP MANUALS

Another activity based on the use of shop manuals consists in having committees work out problems which revolve around the following points:

A. Basic principles of operations of trade units

B. Detailed technical information

C. Assembly illustrations, cross-section drawings, and wiring diagrams

D. General trade information

E. Maintenance information and charts

F. Information necessary for estimating cost of labor and parts

G. Specifications for materials and products

H. Tolerances and clearances

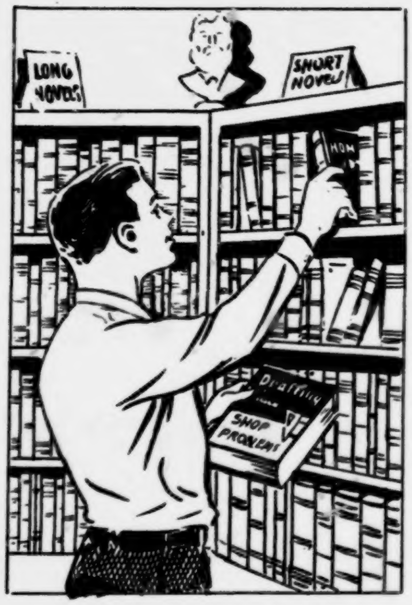
I. Special tool information

J. Parts lists

PROCEDURE 105 - READING TECHNICAL BOOKS TO TAKE NOTES

Connected with every trade are books of technical nature to which the tradesman can turn for information and guidance on his craft. He therefore has need of a skill in extracting essential information from this material and making it available for his own use. The material may be taken from books or trade magazines. There are at least two separate divisions of this instruction. The first involves teaching the method of reading which will find and comprehend the information which is to be extracted. The second has to do with the method of recording these extractions. Some type of notebook would seem to be indispensable for this work. The following procedures are based on some provisions for note-taking equipment.

I. RESEARCH PROJECT



A teacher may confer with the shop instructors of each trade involved and determine a specific breakdown under which research projects could be carried on. A general breakdown might be something like this:

A. Changes and new developments in design

B. New tools and equipment available

C. Improved service methods

D. Business conditions affecting the trade

E. Suggestions for stimulating the trade

F. Suggestions for overcoming difficulties common to the trade

Research projects are by their nature long-term assignments and considerable training may be necessary on the first level in reading to select significant details from passages.

II. TYPICAL DEVICE

A sample project in which a pupil might engage himself would be one on the latest types of fastening devices used within his trade. The old nut and bolt assembly and straight riveting have given way to many ingenious devices. Trade books sometimes contain chapters on these. Periodicals and commercial brochures also provide illustrative material. Such a project might also have an oral aspect if the pupil prepared a board display with examples of various types of fasteners mounted and appropriately labeled. This display could serve as the basis for an interesting and instructive class talk.

III. TECHNIQUE OF NOTE TAKING

The technique of taking notes may have to be taught from simple fundamentals. The 3 × 5 cards may offer one medium for teaching how to organize a framework for the material. Pupils may be taught to credit the source of their information by title, author, and name of publication. They may be guided in the intelligent and consistent use of abbreviations, the use of quotation marks for direct quotations, numbering systems for notes, etc.

IV. SIGNIFICANT WORDS

Some practice in selecting those words in a selection which are important may prove of value. Brief selections may be reproduced for exercises in crossing out unimportant words or in underlining or noting down important words.

V. ACCURATE SUMMARIES

There is always the danger in abbreviating someone else's ideas that distortion may result. Exercises may be constructed in matching correct summary statements with the passages summarized.

VI. READING THE PARAGRAPH

The teacher may instruct in method of treating a paragraph from which notes are to be taken. The pupils may be cautioned against writing before the passage has been completely read.

VII. OUTLINING

Instruction in the mechanics of outlining may be given through distributed samples, blackboard demonstration, or textbook study.

VIII. EMPHASIS

It is recommended that on the first-year level the emphasis be placed on the gathering of this material, rather than on its organization and composition into report form.

PROCEDURE 106 - READING FOR PLEASURE

Item II in Book I - the Course Content for Four Years indicates the levels upon which the pleasure reading program is intended to operate. Underlying these objectives for the four years is the premise that if a pupil is led to a broad sampling of available good reading which he is capable of understanding and enjoying, a focusing of his attention on the elements of the writing which brought his pleasure will result in elevating his taste and providing him with standards for critical evaluation.

Proceeding on this premise, the broad exposure to reading of various types in the first year is followed now, in the second year, by a closer examination of some of the elements of the writer's craft which are the sources of pleasure to the reader. The question "Why did you enjoy this book?" can have little more meaning than "Why do you like mashed potatoes?" unless the pupil has experienced the satisfaction of recognizing some of the specific sources of real enjoyment.

The experiment with the first year of the course raised in the minds of some teachers these four questions:

1. How can I have my classes read all the literature indicated in the course for one. year?
2. Where can I find suitable titles?
3. How can I check that the reading is being done?
4. What can I do when the reading scores of my classes indicate below average readers, or even non-readers?
5. Shall I abandon the classics?

These items are treated in some detail in items VII and VIII under suggestions for interpreting the course content in Book I of this manual.

Perhaps the following may serve to clarify, to some degree at least, some of these problems:

1. The amount of time designated for work on a reading selection is always a controversial subject. However, many of the difficulties with the first year of this program seem to have been based on a misunderstanding of the recommendation that six literary types be read in each term and the indicated time allotment in the suggested term plan. If the objective on the first-year level is exposure to the novel, short story, essay, biography, drama and poetry, it would be accomplished in some measure if the students read one of each type in the whole year. The recommendation to cover all six types in one term pre-supposes a certain classroom tempo which some teachers may find suitable. The spirit of the course can be served as long as the amount of time spent on a particular type does not result in an encouragement to the pupil to retard his reading speed, or in the boredom which may be engendered through too long a concentration on anything.

2. On the matter of suitable titles for class use, the committee has purposely refrained from providing lists because of the variable factors involved. The books chosen to be read within each class should be chosen by the teacher of that class. He has the opportunity to survey their interests, limitations, and abilities. However, there are aids available to lighten the burden of selection.

a. The Teen Age Book Club, 351 Fourth Ave., New York 10, New York, offers an inexpensive plan of selection and provides brief descriptions of the books.

b. Fare for the Reluctant Reader is a splendid book list compiled by grade levels and divided into interest categories. Price: $1.00; write to the Capitol Area School Development Association, Richardson 1, New York State College for Teachers, Albany, New York.

c. Books for You, compiled by the National Council of Teachers of English, offers a rather comprehensive list divided into interest categories.

d. Reader's Guide to Prose Fiction is a compilation of 1500 novels, topically classified, and annotated by Elbert Lenrow for the Commission on Secondary School Curriculum. (D. Appleton-Century Company, Inc., New York, 1940).

e. A Basic Book Collection for High Schools, compiled by a joint committee of the American Library Association, National Education Association and National Council of Teachers of English, offers a very comprehensive list of titles under many categories.

3. Checking the reading being done by pupils requires first of all a system which provides almost daily attention to the problem within the classroom. If pupils can be brought to realize that they must have their reading selection with them every day during the English class period, not only the problem of the inveterate idler is solved, but also the opportunity for brief but meaningful individual conferences between teacher and pupil concerning the book are possible. The teacher who wishes to familiarize himself with the nature of a certain book may find it helpful to consult the Standard Catalog for High School Libraries, published by the H. W. Wilson Company, which contains brief descriptions of 3,610 books. For example, if a pupil is reading In the Hands of the Senecas, by Walter D. Edmonds, he will find this information: "In 1778 the Senecas raided the settlement of Dygartsbush, killed most of the men and carried the women and children into captivity. Among them were two thirteen-year-olds, Ellen Mitchell and Peter Kelly; Caty Breen, hired drudge who found courage when an unknown man had to run the gauntlet; and Della Borst, bride of a month. But out of this sorrowful situation, these people built toward victory with patience and tenacity." From this description, a teacher who may have difficulty recalling the general contents, can phrase such as a question as "How did the incident in which the stranger ran the gauntlet bring about a change in the feelings of Caty Breen." However, inadequate the pupil's answer may be, it will indicate whether he has read that far in the book or not. In a similar manner, a pupil assigned to give a brief oral summary of his reading so far will reveal the extent of his progress.

The main outline of the course of study suggests a reading record as a means of systematizing the reading program. If this device has been used, the records are either in the possession of first year teachers or in that of the pupils. The former, and more preferable, situation would entail the transfer of the records to the second year teacher. Records in pupils' possession should be examined by the teacher. The continued use of the record will insure that pupils are reading additional titles rather than reporting on titles formerly read. If no such records have been used in the previous year, it is recommended that the program be initiated in the second year.

4. Since it is true that not every tenth-grade pupil is reading at the tenth grade level, teachers who give reading speed and comprehension tests may use this information to find the actual level at which the pupil is reading. It remains then to use a guide similar to Fare for the Reluctant Reader, which is described in Number 2, above. For example, The American Heritage Series, American Book Company, is designed especially for "non-readers" in high school. The thrilling stories range from the pioneers to the present day. The Landmark Series (Random House) offers another approach to this problem. Attractively illustrated magazine stories sometimes offer the required spark to ignite reading interest.

5. Perhaps the question has arisen in the minds of some as to whether the course advocates the complete abandonment of the classics. The answer is definitely in the negative. If teachers have found that Shakespeare's Julius Caesar or any other of the bard's creations has proved stimulating fare, there is no reason to discontinue its teaching. However, if such works appear to be beyond the comprehension of a class or ineffective in stimulating true appreciation of their worth, the consuming of long periods of time in their reading would seem to defeat its own purpose. There is no reason why the plays of Shakespeare cannot be offered on the same basis as suggested for some of the other titles in the course.

PROCEDURE 107 - THE SHORT STORY

It has been suggested that the short story presents the best means of introducing high-school pupils to pleasure reading. There is an appeal in its brevity and lack of complexity. The pleasure element is rather easy to analyze as the narrative is wound around a singleness of effect. A number of varied types of short stories can be read in a short time and comparison techniques present themselves. The following procedures are presented as possible approaches to the short story on the first-year level.

SHORT STORIES

I. STIMULATING INTEREST

Some of the more familiar names in short-story writing are listed on the board and discussion centers around pupil experiences. Stevenson and Poe are usually common to all. As the discussion proceeds, the teacher introduces talk of other stories and writers. If possible, a copy of the book containing the story or stories is offered to any one who expresses interest in reading a particular story or type of story.

II. COMMITTEE PROJECTS

Several pupils may be reading the same four or five stories during the allotted time and may work as committees on various projects such as sales brochures to publicize the books, scripts for radio broadcasts of key scenes, illustrations to accompany the story, vocabulary lists to help understand the stories, preparation of test questions on the story content, panel discussions on the strong and weak points of the stories, descriptions of stage settings (with sketches) for dramatizing the actions, newspaper articles reporting the events of the stories, preparing reviews of the stories for a book-review column, filling in charted forms on the technical aspect, etc. One method of simplifying the instructions to these committees is to mimeograph them in somewhat detailed form.

III. CHECKING PROGRESS

Reading progress may be checked daily or less frequently by such simple devices as brief questions, inspection of reading point in the book, inspection of committee's work, etc.

IV. ENDING THE UNIT

The concluding day or days for the study of the short stories may be devoted to committee reports, arranging displays, setting up mock broadcast or stage facilities, panel discussions, etc.

V. QUIZZING THE EXPERTS

One suggested method is to appoint one or two experts on each story. Let the class question them on the story. Those who have read the same story can pose very difficult questions; those who have not may be seeking information.

PROCEDURE 108 - THE NOVEL

That the novel can be "taught" presents a point open to considerable question. The fact remains, however, that here is a form of literature that steadily increasing numbers of readers are continuing to devour with pleasure and profit. The chief duties of the English teacher in this phase of the course, it would seem, are to stimulate such reading, and to assist the young reader in making worthy choices and evaluations. As suggested in the course outline, this activity is aimed at pleasure reading. Teaching techniques which tend to divert activities from this aim would seem to have little place in the English classroom. It is recommended that direct and formal teaching of the novel as a literary form be postponed until the fourth level of development.

I. CAPITALIZING ON PREVIOUS READING

Perhaps one of the best known approaches to the reading of the novel is the informal class discussion of the kinds of books which have been part of the pleasant and worthwhile reading experiences of several members of the class. Let the teacher "draw out" the comments of the more articulate, capitalizing on every opportunity for the revelation and interchange of pupils' reading experiences, scrupulously avoiding the interjection of any tone of dogmatic compulsion. The key to success here seems to lie in the teacher's ability to arouse, and to participate in, whatever adolescent enthusiasm can be uncovered.

DESERT ISLAND

II. VISITING THE LIBRARY

A class visit to the school library where there has been prepared an attractive display of novels, jackets, publishers, advertising pamphlets, etc. may, in many situations, be one of the most effective means of introducing this part of the reading program.

III. SALES PROMOTION

One purposive set of activities may center around a plan to have pupils "sell" novels to one another. With the first reading assignments might go a set of instructions on how to prepare promotional material for a novel. Each pupil has the responsibility of convincing another pupil that his classmate should read the book he has just finished. A follow-up procedure would be to have the second reader discuss the validity of the first reader's claims.

IV. THE VOCABULARY OF BOOK REVIEWERS

One of the obstacles to pupil discussion of novels is a lack of what might be called discussion vocabulary. A device to overcome this may consist in letting pupils analyze the expressions and vocabulary of some of the simpler book reviews available in some of the magazines and newspapers. A list of these expressions on the blackboard for discussion, a few exercises on interpreting their meaning, and some use of the expressions in short written exercises may make them actual additions to the pupils' vocabularies.

V. AREAS OF INTEREST

Titles may be arranged by the class or teacher according to areas of individual interest: sports, camping, school life, careers, mystery, science, mechanics, etc. Small committees of three or four pupils reading novels in the same interest area can exchange books, select specially interesting episodes for oral reading, retelling, or dramatizing before the class at some later date.

VI. SUSPENSE

Suspense elements can be the object of search by members of a class. Pupils can tell in their own words some suspenseful incident, leaving out the outcome. Class members can try to guess the outcome before the actual solution is given.

VII. PUPIL-MADE TESTS

Good exercises leading toward appreciation can be devised by the pupils themselves. Let the first reader of a particular book word some short-answer tests for the book. The second reader may try to complete these tests. Difficulties arising from poorly constructed questions may be the subject of class discussion. Differences between mere content-type questions and thought-provoking questions can be made apparent.

VIII. BROADCAST DISCUSSION

A simulated radio broadcast in which one or two members of the class discuss a particular book can provide an interest-catching medium.

IX. TAPED READINGS

If a tape recorder is available, short passages of various books can be recorded by some of the better readers. When the recordings are played back, the class can try to recognize clues which will indicate the title and author of the book.

X. CLASS NEWSPAPER

A newspaper set in the locale of the novel may serve as a core for committee action in preparing articles on the events of the story, e.g. news articles, headlines, editorials, sports articles, gossip columns, cartoons, human interest stories, fashion columns, etc.

XI. HUMOR

A group of pupils may be assigned as a permanent humor committee. Whenever anyone encounters anything humorous in his reading, he may pass it on to the humor committee who incorporate it into the class humor book. A portion of time may be set aside occasionally for the committee to make a report to the class.

PROCEDURE 109 - BIOGRAPHY

Biography is introduced on the first level to acquaint the young pupils with its form and values for pleasure reading. The interest threshold in this area seems to rest in the walk of life in which the subject of the biography belongs. Automobile pupils should find real interest in the life of Walter Chrysler or Henry Ford. The electrical experiments of Edison are usually appealing to all young people. The success stories of modern businessmen, athletes, aviators, and explorers can attract many young readers to biographical writing.

I. A STARTING POINT

Brief biographical sketches of living personalities such as those which appear in the New Yorker and other magazines can serve to introduce the pupils to the meaning of biography. Their very sketchiness may point up the need for the more elaborate treatment of the biographical volume.

II. FOIBLES OF THE GREAT

The value of biography in presenting desirable attributes of successful people has long been obvious to all. With the coming of the modern biography and its frequently unbiased treatment of human character, the opportunity to profit from the mistakes of others presents itself. One human being often finds consolation in the mistakes of others. With more than one biography being read by the class there is an opportunity to pool the foibles of many great people. Lists kept while reading can be posted and discussed by the class. There is character building value in focusing the spotlight on how these weaknesses were overcome or compensated for.

III. THE YOUTH OF THE GREAT

Another interesting project growing out of the variety of biographies being read within a class can consist in a little assignment to find out what the biographical subject was doing at the age of the reader. A short paragraph on Babe Ruth's little trips in and out of the industrial school can be written up for class presentation and discussion.

IV. GUESS WHO?

A little game, which may be called "Guess Who" can be constructed from the biographical reading. Pupils can describe in the first person incidents from the life of some of the subjects of the biographies. After an oral presentation, the class can try to guess the identity of the person being described. If these are tape recorded and used in different classes the guessing becomes more difficult.

V. CONTRIBUTIONS TO THE AMERICAN HERITAGE

A book entitled Careers in the Making by Iona M. R. Logie (Harper Brothers, 1931) offers an effective sampling of biographies by Americans who are influencing greatly the life of the present century. They are from almost all fields of endeavor: science, mechanics, writing, music, social work, transportation, religion, medicine, dramatics, etc. Pupils engage in an Americanism project, making up display cards about each person which include little known facts about his life and some of his contributions to the American way of life.

VI. THE GREATEST LIVING PERSON

Biography offers many opportunities for interesting oral work. The class may be assigned the project of discovering who is entitled to be considered the "greatest living person." They may begin with their own guesses. This may be followed by a trip to Who's Who and Who's Who in America. The next step may be procuring a biography of the individual. Where several have chosen the same person, they may act as a committee and elect their own spokesman. The material may be collected over a two week period. Time for nominating speeches may be set aside. After a brief campaign, the class may "elect" "the greatest living person."

VII. FOR DISCUSSION

Panel discussions may be arranged on such topics as "Which field has contributed the most great men?" "What person has made the greatest single contribution to civilization?" "Who is the greatest sports figure of this century?" "What avenues of fame still lie open?"

PROCEDURE 110 - POETRY

Poetry is included as part of the pleasure reading program of this course with the accent on the word pleasure. The aim on this first level of ninth grade English is to make the pupil aware of the many ways in which this form of literature can provide many wholesome hours of satisfaction and entertainment. In the following suggested procedures there is little reference to the mechanics of poetry lest appreciation of the beauty of the product be lost in scrutinizing the tools that produced it.

I. HUMOR

The adolescent sense of humor which rides very near the surface may be utilized to attract interest to poetry, or at least to the poetic form. One of the famous Robert Service narratives read with feeling and emotion may serve to break down any "he-man" prejudice against poetry. The dialect poetry of Thomas Augustine Daly offers another humorous approach. Eugene Field's keen understanding of a boy's mind smiles through many of his little poems.

II. SUSPENSE

The suspense elements of the Highwayman, Kit Carson's Ride and similar poems offer some ways of showing poetic story-telling at its best. A committee may be appointed to seek out examples of such poetry and prepare brief summaries of the action to attract other readers. Another committee may prepare a similar report on poetry dealing with historical characters and events.

III. FICTIONAL INTERVIEWS

Pairs of pupils may prepare fictional interviews with some of the characters described in the poems. Three-minute simulated broadcasts of these interviews may be presented before the class.

IV. RECORDED READINGS

Some of the better readers in the class may prepare readings of some of the poems on recording tape for presentation to the group.

V. EMOTIONAL CONTENT

Pupils may be brought to a better appreciation of how well good poetry expresses thought or emotion if they are first introduced to the thought or emotion and allowed to try to express it themselves. For example, suppose the idea of wasted chances for success in life were proposed to the class for discussion. They may contribute many anecdotes which they have heard of people throwing away golden opportunities. Then let them see how the poet does it with the poem, Opportunity. The few delicately written lines of Edward Rowland Sill may be better appreciated.

VI. HEADLINES

The preparation of a book of headlines referring to the poetry read may prove stimulating and entertaining. The device focuses attention on the style of newspaper headlines and promotes a more thorough reading of the poem. PIRATE CREW PERISHES AS TREACHERY BACKFIRES would do for Inchcape Rock; BRIDE KIDNAPED AT SOCIAL FUNCTION for Lochinvar. The actual news stories may be written to accompany the headlines.

VII. POPULAR SONGS

Popular songs, though frequently inferior in what is usually considered good poetic content, offer one way of attracting the attention of pupils to the tools of the poet. Rime, meter, alliteration, metaphor, simile, and other figures of speech abound in the lyrics of the "Hit Parade."

VIII. DISPLAYS

Illustrations, drawn by the pupils or clipped from papers and magazines may make interesting material for mounting and including in booklets or display panels about certain poems.

PROCEDURE 111 - THE ESSAY

For those who feel that the young reader of the ninth year is not yet ready to tackle the essay, it should be made clear at the outset that the term, essay, here is used in its most comprehensive sense. The aim is to expose the pupils to some pleasurable experiences in the non-fiction of contemporary periodicals. The Reader's Digest offers one splendid medium for implementing this phase. Other popular periodicals can serve equally well in providing material. In experiencing this type of reading the pupil may become aware that his leisure reading need not be confined to that which tells a story.

I. HUMOR

Humor is always a possible wedge to use in stimulating pupil interest. A humorous article from one of the popular magazines read to the class may serve to make them realize the entertainment value of this type of reading.

II. ESSAYIST'S AIMS

A pattern of reading may be established if the following purposes of modern essay writing are set forth for the class:

A. To inform
B. To change an opinion
C. To entertain
D. To praise
E. To condemn
F. To analyze
G. To narrate

The pupils may then seek out articles which attempt each of these aims. A short paragraph summarizing how the writer accomplished his aim may provide a medium for recording understanding of the article.

III. USE OF COLLECTIONS

Specific books and collections of light essay reading may be given to those pupils who are able to do reading of this nature in quantity. Story Essays by Harriet L. McClay and Helen Judson (Henry Holt and Company, New York) may provide some variety in reading of this type. Certain pupils may be assigned sections of Dale Carnegie's How to Win Friends and Influence People (available in 25¢ Pocket Book).

IV. THE GREAT OUTDOORS

For those pupils who enjoy outdoor life, the number of essays available is rather large. One project might be to have each pupil prepare a booklet on some of the more interesting outdoor life essays. He can make drawings and other illustrations to heighten the attractiveness of his booklet.

V. GROUP DISCUSSIONS

A particular essay may be assigned to a group of pupils for discussion. On an appointed day they may sit about a table for a panel discussion of the points included in the essay. The discussion leader may require some special briefing by the teacher.

VI. PUPIL-MADE TESTS

Pupils may devise tests for one another by reading the essays and preparing objective questions on the contents. This will mean that each essay will be read by at least two people. Unfair questions can be submitted to the teacher for appraisal and adjustment.

PROCEDURE 112 - DRAMA

The dramatic form is constructed for enactment and the life experiences connected with it which most pupils have will consist in viewing a stage production, a motion picture or television production, or listening to a radio dramatization. In any case, the current opportunities for contact with this medium are many. It will be noticed that the suggested procedures in this area group viewing and listening to drama as part of the process of reading. The play, which tells a story by means of actions and dialogue, has a basic script which may be read as one way of experiencing this type of writing.

I. ONE ACT PRODUCTIONS

The one-act play can provide an interesting approach to this type of reading. There are many collections available and they may be distributed to various pupil committees for preparing radio scripts or even actual enactments. The task of memorizing lines may be eliminated by having the script edited for a simulated radio broadcast. A microphone behind a screen in the classroom, or a tape recording made for class presentation may facilitate class participation. Various committee assignments may be made, such as editing, sound effects, narration, publicity, commentary, critic's review, etc.

II. RADIO AND TV DRAMA

The hour-long presentations two or three times a week on television and radio may be made the basis of class study. Frequently, classics are dramatized by very competent casts. If the name and nature of the play to be telecast or broadcast is known in advance pupils may be provided with background material for better understanding and appreciation. In any case certain general evaluative criteria can be made available on mimeographed sheets. For example, such questions as the following may serve as guides:

A. The story:

1. In what way did it (or did it not) seem true to life?
2. Did it develop to a definite climax? What was the climax?
3. Describe any scene or conversation which you think could have been left out to make the play a better one.

B. The characterization:

1. Did any of the cast seem ill-suited to their parts? If so, in what way?

2. Describe what you consider were some of the finer bits of acting.

3. Was there any humorous character in the play? Comment on the quality of his humor.

C. The production:

1. Did the action flow smoothly or were there awkward lapses? Give examples of either.

2. Discuss the appropriateness of costumes, sets, sound effects, musical background, etc.

3. Did the production seem to center about any theme? If so, what, in your opinion, was it?

III. RECORDED PLAYS

A use of the tape recorder suggests itself here. Dramatic radio shows occurring any time during the day or evening may be recorded (minus commercials if desired) for use in the classroom. This device insures the availability of the dramatic show to the whole class and makes it a shared experience.

IV. PLAY COLLECTIONS

Collections of plays are available among library books which may become the study of special committees. Short synopses of various plays may be prepared by different pupils.

V. PROJECTS

Illustrated booklets setting forth the title, author, setting, characters, synopses of action, etc. may be prepared for simulated promotional efforts.

VI. MOTION PICTURES

The principles of good drama may be applied to certain motion pictures, preferably those previewed and appraised by the teacher. The reviews of critics may be read for guidance in appraising the picture.

VII. DRAMA REVIEWS

Familiarization with the language of dramatic critics may be accomplished by exposing the class to small items from the theatrical section of the New York Times. The vocabulary of the reviewer may need some special interpretation for the young readers. Clippings of this type of material may be mounted on 8 1/2 by 11 sheets with little questions as to meaning.

VIII. DRAMATIC SPEECHES

Recordings of famous dramatic speeches from the classics may be played for class appreciation. These are available on records of various speeds and may add much to creating the dramatic atmosphere not easily captured in the classroom.

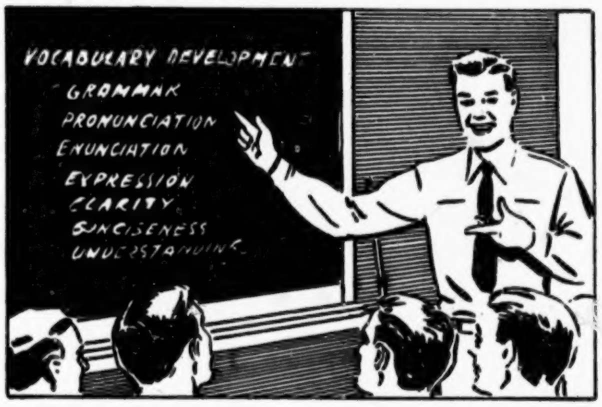
SUBJECT AREA III

PROCEDURE 113 - ORAL EXPLANATIONS

Much of the individual's progress in modern industry is based upon his ability to state clearly and audibly explanations concerning phases of his work. Even his questions and difficulties require understandable oral phrasing. Many of the instruction suggestions offered under the heading of expository writing have an application here. There is a need, however, for the development of the additional skills attendant upon oral presentation.

I. CHALK TALKS

The presentation of this type of oral work usually presupposes the existence of some functional object or diagram. A sketch or diagram placed on the board or displayed to the class can serve as the point of reference for the talk. Provision for a question period following each presentation should serve to stimulate class attention and offer an opportunity for the speaker to think on his feet.



II. DEMONSTRATIONS

An actual machine of small proportions may be demonstrated by a pupil before the class. Similarly, the assembling and disassembling of some object of multiple parts may be carried on accompanied by an oral explanation. If a tape recorder is used, the speaker may have the opportunity to judge the coherence of his own explanation.

III. SPEECHES TO ACCOMPANY PROJECTED MATERIAL

Use of the opaque projector gives the pupil the opportunity to speak without all eyes fastened on him. He may prepare material of proper size to be placed in the projector while he is speaking. Pictures, sketches, diagrams, etc., especially those containing color show up exceptionally well with this device.

IV. CLASS COMMENTARY ON FILM STRIPS

An activity which can insure total class participation is to show a film strip and ask the class to prepare explanatory material to accompany it. A pause on each frame long enough to allow a few notes will prove helpful to the pupils. On the day of final showing, each member of the class can be assigned a particular frame to insure a continuity in the commentary.

V. COOPERATIVE PROJECT

Pupils may work in pairs by having one perform certain manual operations while the other explains what he is doing. The element of teamwork and cooperation is fostered in this type of activity.

VI. RATING PERFORMANCE

A rating chart which may be used by either pupils or teachers may be any of the possible variations of the following:

	(5)	(4)	(3)
Manner:			
1. Presence:	at ease	nervous	very upset
2. Enthusiasm:	high	moderate	none
3. Posture:	good	distracting	poor
4. Appearance:	attractive	presentable	poor
5. Gestures:	appropriate	forced	none
Voice:			
1. Audibility:	distinct	occasionally indistinct	frequently indistinct
2. Tone:	pleasing	harsh or grating	monotone
3. Rate:	proper	slightly fast - slow	very fast - slow
4. Enunciation:	good	fair	poor
5. Force:	forceful	some force	weak
Matter:			
1. Organization:	good	fair	poor
2. Length:	appropriate	slightly short - long	very short - long
3. Grammar:	proper	fair	poor
4. Illustrations:	applicable	not suitable	unclear
5. Information:	accurate	fairly accurate	inaccurate
Audience Reaction:			
1. Attention:	complete	nearly complete	inattentive
2. Feeling:	at ease	apprehensive	distracted
3. Comment:	favorable	no comment	critical
4. Understanding:	good	fair	puzzles
5. Topic:	suitable	nearly suitable	no appeal

If the appropriate items are encircled during the presentation, and the number of circles multiplied by the numeral at the top of each column, a tabulated score based on 100% is easily determined. The speech profile is apparent for purpose of diagnosis by both teacher and pupil.

PROCEDURE 114 - USING THE TELEPHONE

The telephone is so much a part of the social and business activities of modern life that instruction in its proper use assumes rather important proportions. Two attitudes in connection with the telephone sometimes prevail among pupils. One of these results in an abuse of the instrument as a means of social communication; the other fosters a reluctance to use the telephone as an effective business instrument. The first of these attitudes would seem to indicate the value of activities designed to emphasize telephone etiquette; the latter would seem to require instruction and practice designed to build confidence in its correct use.

I. USING THE DIRECTORY

Instruction procedures centering around the use of the telephone directory itself may prove helpful. A few directories borrowed for classroom use may be suitable for little exercises in looking up numbers and using the classified section.

II. HANDLING THE INSTRUMENT

Training in the actual handling of the instrument will be considerably enhanced if one or two of the instruments are made available for classroom use. Such activities as dialing, calling Information, placing an out-of-town call, locating an emergency agency such as the police or fire department can have valuable results.

III. TELEPHONE SITUATIONS

The instructor can devise a series of telephone situations similar to the following for pairs of pupils to enact in front of the class:

A. Planning with a friend for a picnic or party

B. Talking with some member of a friend's family while waiting for the friend to come to the phone

C. Inquiring about a friend who is sick

D. Shopping for some article by telephone

E. Making a business complaint or asking for an adjustment

F. Getting railroad, express, or some other information by telephone

G. Telephoning a long message for someone else

H. Arranging for a meeting

I. Answering phone for a business firm

J. Making appointments with a doctor or dentist

IV. EVALUATING PERFORMANCE

A check list of items may be prepared for evaluating telephone procedure:

A. Is the purpose of the call clearly in mind?

B. Is the instrument handled correctly?

C. Is the talk natural?

D. Does the caller identify himself properly?

E. Is the pupil's speech clear and distinct?

F. Is the pupil's manner courteous?

G. Is the conversation properly terminated?

V. MODEL CONVERSATION

A committee of pupils might prepare a model telephone conversation script for recording. The recording could be made and played to the class for discussion of its values.

PROCEDURE 115 - CONVERSATION

Teachers sometimes feel that conversation cannot be taught because it seems to them formless and intangible, not readily admitting of purposeful classroom control and direction. Yet, it bears so heavily on the pupil's social acceptance that it seems unwise to slight it. The following suggestions may serve as a basis for constructing activities suited to the individual classroom situation.

I. INTEREST STIMULATION

One interest-catching device is to choose a small group of students to sit around a table at the front of the room. They are told that they are to converse about whatever they hear on the portable radio which will be turned on for three or four minutes. If possible the actual conversation can be tape recorded and usedas a basis for study.

II. TOPIC ANALYSIS

Pupils sometimes enjoy making studies of conversational topics. For each topic, they can design an opening statement, an interesting anecdote, a humorous comment, and a word of caution.

III. USING THE NEWSPAPER

Newspapers may supply the basis for variety in conversation. Transition from item to item on the front page can provide a stimulating sparkle to the talk.

IV. EVALUATION

It may prove helpful to provide some means for the class to evaluate conversational activities. One method is to provide a rating chart for guidance. The chart may be constructed to give varying credits for such items as these: voice, grammar, listening, asking questions, interesting contributions, distinct speech, use of overworked expressions, interruptions, monopolizing conversation, contradicting, tactless remarks, private or personal allusions, etc.

V. HUMOR

The treatment of humor in conversation can be met by a joke session. The art of telling a joke, an anecdote, a pun, or a limerick can come under class scrutiny.

PROCEDURE 116 - LISTENING

Securing information orally requires the development of special powers of attention and retention. Written communications can be read and reread until the material is assimilated. The spoken word is not so easily recaptured. It requires intelligent questioning to fill in those gaps left by the original presentation. Many classroom activities contribute incidentally to this skill, but the following suggested procedures are aimed directly at the problem.

I. LISTENING TO NARRATIVES

A short narrative or explanation read by the teacher or one of the pupils may serve as the basis for a brief quiz on facts, incidents, and points of view. If the presentation is recorded there is an opportunity for the teacher to observe physical attitudes during the process of listening.

II. PUPIL-MADE TESTS

Each pupil may bring to class a newspaper or magazine article suitable for oral reading, with several test questions on the selection. The class may vote on the most interesting subjects. These articles are read and the questions given to the class.

III. RECORDED SELECTIONS

Recorded selections from radio speeches may be presented for class discussion. The type of comment made and question asked can serve as an index of the quality of the listening done.

IV. DISTORTED MESSAGES

An entertaining device which reveals the distortion which frequently occurs in oral transmission of messages consists in having the first pupil in each row compose some message or direction and pass it orally to the one behind. This continues to the last one in each row, who writes the message as he received it on the board. There is usually some discrepancy between the original and the final message.

V. WHAT'S MISSING?

Another device may be to compose certain explanations or narratives in which certain omissions of essential information are made. The alertness of the listeners will register in the questions asked concerning the missing information.

VI. PERFORMANCE TESTING

Each pupil may prepare a set of instructions for a series of movements or operations. After he has read these, he may select another pupil to perform as directed. The quality of listening will be evident in the performance.

VII. USING THE ASSEMBLY PROGRAM

Prior to assembly days the assignment can be given to try to remember the order of events in the assembly program. On a subsequent day let them write out the program from memory.

SUBJECT AREA IV

PROCEDURE 117 - EXPOSITORY AND DESCRIPTIVE WRITING

Expository and descriptive writing bears a direct relationship to vocational training, for it is here that the pupil learns to express the complexities of mechanical apparatus and procedures in writing. In this phase of instruction a definite trade slant can be incorporated into the procedures.

I. STUDYING MODELS

One possible approach to this type of writing is for the class to view a variety of professionally constructed expositions and descriptions. The source of these materials may be advertisements, catalogue descriptions, trade manuals, job sheets, etc. The pupils may examine them critically to see how well they measure up to certain standards such as those suggested by the following and similar questions:

A. Does the writing evidence a clear grasp of the idea or situation?

B. Are all the included thoughts organized toward a single end?

C. Are all statements accurately made?

D. Has the writer taken into account possible difficulties the reader may have in understanding what has been written?

E. Are there diagrams, charts, sketches, or pictures to make the explanation clearer?

F. Are there any errors in grammar or spelling?

G. Is the choice of words appropriate?

This critical evaluation of a model focuses the attention of the pupils on the criteria by which their work will be rated. Then let them begin composing their own material.

II. SHOP CORRELATION

A plan which suggests itself as a possible means of relating this phase of the shop work consists in preparing a form which contains the following general headings:

I. Materials for each trade
    A. Description and manufacture
    B. Composition
    C. Use in Trade

- II. Tools and equipment
  - A. Description and use in trade
  - B. Adjustment
  - C. Operation and care

- III. Processes of production within trade
  - A. Preparatory steps
  - B. Numbered steps in process
  - C. Methods of appraising finished product

- IV. Occupational possibilities of each trade
  - A. Divisions of trade
  - B. Apprenticeship
  - C. Upgrading

- V. Educational experiences related to trade
  - A. Relation of shop experience to trade
  - B. Relation of academic experience to trade
  - C. Relation of extra-curricular activities to trade

This breakdown may be used in several ways. Shop instructors may cooperate by supplying specific problems and topics under the indicated headings, as well as by supplying source material. The headings may be used for committee projects among the pupils. Each pupil might develop outlines and reports of certain phases of the work.

III. SIMPLE EXPLANATIONS

For elementary practice in the application of the expository technique, some members of the class can be assigned the task of demonstrating some relatively simple operation, such as folding a newspaper for ease in reading on a crowded bus, sharpening a pencil, washing a blackboard, cleaning eyeglasses, tying a tie, tying a knot, throwing a curve, making a paper box, etc. The class can then set about the business of composing clear explanations of these processes. If the assignment is given in advance, more elaborate demonstrations may be planned, such as repairing a puncture in an inner tube, using a file or some other hand tool, or preparing a simple mixture.

IV. PICTURES INTO WORDS

As an aid to transferring the graphic message of a picture, diagram or sketch into words, small clippings of such material from old trade magazines and sales literature may be distributed to the pupils for mounting on a piece of paper. The functions of the illustrated object, or the parts thereof, are then put into words by the pupil. If the functions are not clear, then the physical appearance may be detailed in words.

PROCEDURE 118 - NARRATIVE WRITING

The activities which call for use of the narrative technique in writing have both social and occupational aspects. They are aimed at giving the pupil some confidence in his ability to record in writing what he has seen, heard, or read. The raw material lies in his personal experiences either at work or in leisure time.

I. PAST THRILLS

The vivid memory of a thrilling experience which stands out in the mind of the pupil can serve as a possible introductory activity for this phase of the instruction. If the experience is first written and then read to the class the element of interest may spread throughout the class. Unclear transitions, repetitious connectives, and needless digressions can be pointed out as the reading is made.

II. ACTION INTO WORDS

As a means of providing the material for a whole class to describe, a few pupils may be chosen as actors to act out a pantomine at the front of the room. Let the rest of the class write the action as they witnessed it.

III. RECORDED EVENTS

Let the class listen to a brief recording of events on tape and then write their own account of what happened.

IV. DESCRIBING SPECIAL EVENTS

An account of an athletic contest, movie, play, or assembly program could provide another use for this skill.

V. ACCIDENT REPORTS

Accident reports require the ability to record connected incidents. Simulated accidents can provide the basis for practice in writing this type of work.

VI. RETELLING THE TV DRAMA

A particular television program can be assigned for the enthusiastic televiewers to transfer into written form.

PROCEDURE 119 - PERSUASIVE WRITING

The task of writing that which is to influence the opinions of other people is a part of many modern life situations. The business man faces the problem in his writing of advertising, establishing personnel policies, preparing sales promotion material, supporting business and trade practices, etc. The citizen tries to rationalize his opinions in letters to the editors of newspapers, complaints to government officials, suggestions to policy-determining organizations, etc. The aim on this first level is to understand some of the principles which when clearly, courteously and effectively combined can modify the opinions of others.

I. ADVERTISING

One device which makes use of advertising to develop this ability is to have the class bring in pictures of articles which are advertised in magazines or newspapers, with all accompanying printed material removed. They can be exchanged and mounted for the purpose of supplying appropriate written material. Let the pupil-composed material then be compared with the commercial.

II. LET'S CHANGE IT

Let the members of the class think of some policy, law, rule, or regulation which they think should be changed. Instead of preparing a list of reasons why it should be changed, let them compose examples which would lead a reader to suspect that a change would be desirable.

III. MEANS OF INFLUENCING OPINION

Similar exercises may be devised in which the following means are used to influence opinion: (a) facts (b) statistics (c) quotations of authorities (d) narration (e) description (f) figures of speech (g) references to people, places and things.

IV. REASONS FOR DISAGREEMENT

Pupils may be assigned to search through newspapers and magazines for statements with which they disagree. They can then compose paragraphs stating the reasons for their disagreement.

V. HEALTH AND SAFETY

Bulletins and notices having to do with proper practices in health and safety can become subjects of this type of writing. For example, an article urging the constant use of safety glasses when working on certain machines may be written from many different angles.

EDITOR
DAILY BUGLE

VI. LETTERS TO THE EDITOR

The "letters to the editor" columns of any of the daily papers contain many examples of persuasive writing for discussion. They can be examined for the quality of persuasive writing and both their good features and deficiencies can be noted.

VII. PROMOTING BOOKS

Some of the books studied in the pleasure reading activities can become the subjects of promotional letters and articles.

VIII. USING MODELS

Have pupils select five advertisements of nationally advertised products, and let them explain in clear-cut sentences how the advertisement stimulates a desire for the advertised product and holds the name of the product associated with the product itself.

IX. TRADE MARKS AND SLOGANS

Trade marks and slogans of nationally advertised products are worth thousands of dollars to their owners. Explain in a few sentences for each, including the name of the product, the significance of each slogan, and prove that it represents the product well. (Good to the last drop; Ask the man who owns one; Time to retire, etc.)

X. RATING THE COMMERCIAL

Have the class analyze some advertisements, including those on radio and television, under the following points:

A. How does it establish contact with the listener, reader or viewer?

B. How does it create a desire (low cost, beauty, utility, etc.)?

C. How is it convincing?

D. How does it stimulate action toward purchasing the product? ("Visit our showrooms tomorrow")

XI. EVALUATING ADVERTISING MEDIA

Let pupils assume they are in business, preferably allied to their own trade. Let them discuss and put in words their reasons for feeling that one of the available advertising media would be more effective than the others.

PROCEDURE 120 - COMMUNICATIVE WRITING

In a sense, all writing is communicative. It is intended to carry ideas to some human being. The term is used in a more limited sense here, in that it refers to the actual messages which are addressed in writing to one's fellow man in the course of the normal business and social life.

I. BUSINESS LETTER DISPLAYS

A display of several forms of the business letter serve to give the pupils an awareness of the interesting variety and provide models for classroom use.

II. WRITING FOR CATALOGS

Motivation for doing better work in letter writing is often secured by the use of real situations. The class may go through some of the trade journals to find the names of companies which advertise catalogs or bulletins for distribution. The precaution of seeing that too many do not write to the same company may be taken. The pupil in automobile mechanics will feel a real purpose in writing the Wagner Electric Corporation for their latest bulletins on hydraulic brake servicing.

III. SUBSCRIPTION INQUIRIES

Another letter-writing project may consist in writing to the publishers of the various trade magazines to inquire about their subscription rates. The replies may be placed on display in the classroom.

ACME
ACME PARTS
PARTS

IV. ORDERING PARTS

Industrial employees are frequently required to order parts used in making repairs. Sample order blanks from actual firms may be obtained for practice. Pupils may design and draw typical purchase order blanks for imaginary firms. The order letter may be used for practice to meet those conditions where purchase orders are not used.

V. CLAIM LETTERS

Claim letters may be assigned to meet some of the following conditions:

A. A delay in the receipt of goods
B. A shortage in the order
C. Errors in filling the order
D. Goods not up to specifications

VI. BUSINESS FORMS

Samples of the following forms accompanied by an explanation of their use may be displayed and pupils may make copies: Invoice, Bill, Statement.

VII. LETTER-WRITING PROJECTS

A variety of interesting letter-writing projects may be assigned under the following headings:

A. A letter to accompany samples of a firm's work sent to a customer

B. A letter requesting expert advice on a business or trade problem

C. A letter to particular industries requesting samples of business forms

D. A collection letter

E. A letter to a law firm requesting legal advice

F. A sales promotion letter

G. A letter explaining a delay in delivery

H. A letter answering a customer inquiry

I. A letter offering technical advice to a customer

J. A letter thanking a customer for his patronage

VIII. TELEGRAMS

A. The brevity and conciseness required for writing telegrams may be practiced by having the class reduce the wording of certain expressions. For example, SHIP ON MONDAY becomes SHIP MONDAY; WE WILL SHIP TOMORROW becomes SHIPPING TOMORROW, etc.

B. Changing business letters to telegrams offers training in selecting essential matter and deleting unnecessary words.

IX. SOCIAL LETTERS

Social letter-writing projects on the first level may consist primarily of the "newsy" type letter. Pupils of one class may write to those in another class. Again, actual mailing of the letters to a home address adds some purpose to the experience.

SUBJECT AREA V

PROCEDURE 121 - CORRECTIVE ENGLISH

Depending on the general method chosen by the teacher for approaching the problem, the actual techniques will admit of great variation. If any pattern appears in the suggestions listed below it need not be construed as the most effective approach. It represents one possible way of directly attacking the target.

I. DIAGNOSTIC TESTS

As a means of preventing useless drill on points which do not actually need intensive application, a diagnosis in the form of one of the standardized tests may be administered near the beginning of the term. The general and particular weaknesses which become apparent through the test can then be the subject of some drill for the class as a whole, if necessary, or for those who have revealed a need for it.

II. USING THE NOTEBOOK

A. A section of the notebook can be devoted to usage. Within this section, the pupil may be directed to make his attack upon particularly troublesome verbs: come, go, do, see, be, give, sing, begin, eat, fall, run, learn, teach, ring, drive, lie, lay, sit, set. At the top of a page the most troublesome inflections of one of the verbs are arranged. Following each set of forms may appear a set of pupil-constructed sentences, each illustrating one of the forms used correctly.

B. A positive method of dealing with common errors in speech and writing is to have a section of the notebook labeled, "Always Say, " in which the correct forms of certain frequently misused expressions are recorded. At intervals these pages can be exchanged and pupils can make up little tests for one another on these usages.

III. USAGE EXPERTS

When one type of error appears to be very prevalent in a certain pupil's speech, he can be appointed an "expert" on that particular usage. Whenever the error appears in the work of other pupils, they can be referred to the "expert" for advice.

IV. ILLUSTRATIONS

For those pupils who like to draw pictures, the device of preparing an illustrated usage handbook may prove interest-catching. Cartoons showing situations in which incorrect English is used with unpleasant results can be prepared by various pupils for incorporation into the booklet.

V. USING TAPE RECORDERS

Usage committees can be appointed to listen to class oral work and note down errors with the name of the pupil making them. The list can be put on a tape recorder for a class correction exercise.

VI. BLACKBOARD PANELS

Board panels can be set aside for writing examples of good usage. When an error is made, attention can be immediately directed to the correct form on the board.

VII. LISTING COMMON ERRORS

A list of frequent points of error may be duplicated and distributed to the class. Sentences may be constructed on some core topic using these points. A tape recording of the sentences will provide the basis for class criticism and discussion of the usage involved.

VIII. USING THE NEWSPAPER

Large newspaper and magazine advertisements can be a device. Let the correctly worded advertisements serve as a basis of study of possible errors which could have been made in writing the wording.

PROCEDURE 122 - VOCABULARY

Few phases of instruction in English admit of so many variations in procedure as does the teaching of vocabulary. The process of adding to the stock of words which pupils may intelligently use is a sensitive one, for its results are not easily measured. People have speaking vocabularies, writing vocabularies and reading vocabularies. The tradesman and technician have a technical vocabulary. Not every word which is understood in reading is used by the same person in his speech or writing. The following suggestions are varied in their application and may ultimately serve only one of the categories mentioned above.

I. USING THE DICTIONARY

A fundamental approach to vocabulary-building may be in having a class examine the uses of the dictionary in supplying various meanings, synonyms, and antonyms. Special books such as Roget's Thesaurus and the many other collections of synonyms and antonyms may be investigated by the pupils.

II. CONTEXT CLUES

Pupils may be made aware of the possibilities of adding to their vocabulary through ordinary reading without recourse to the dictionary. They may be shown how each of the following kinds of context clues can lead them to comprehension of the meaning of new words:

EXTRA-ORDINARY, WATSON

A. Their own experience: "The raging fire and resultant panic caused one of the greatest catastrophes of the year." Their experience with the effects of fire and panic will give them the meaning of the word, catastrophe.

B. Comparison or contrast: "While the young man was very excitable, his sister was extremely phlegmatic." The meaning of phlegmatic is easily determined as the opposite of excitable.

C. Synonyms in apposition: "The general had no patience with the faking soldier, the malingerer." The meaning of malingerer is suggested by faking soldier.

D. Familiar expression or language experience: "The speaker appeared to be undermining one of the basic guarantees of freedom." The common use of the word guarantee in merchandising helps interpret its meaning here.

E. Summary: "He imagined himself afflicted with all sorts of ailments. He squandered money on all sorts of specialists, ray treatments, and medicines. He complained bitterly and tirelessly to all who would listen. He was a true hypochondriac." The word hypochondriac becomes clear from the summary of ideas preceding it.

F. Reflection of a mood or situation: "There was a ghostly quality to the atmosphere. The very absence of noise was terrifying. He trembled as he walked through the eerie silence." The meaning of eerie emerges from the situation.

III. NEWS HEADLINES

The daily newspaper may be used to build vocabulary in a number of different ways. One device is to have pupils clip various headlines which contain seemingly difficult words. These headlines may be copied or mounted on a piece of paper with a space beneath for writing the meaning. The corresponding articles to which the headlines refer may be kept separately and numbered for identification. The pupils may exchange papers to see if they can determine the meaning of the words chosen. Then each pupil may be provided with the article. The reading of the article may clarify the meaning of the word in the headline. For those who still have unclear words after this, class discussion and use of the dictionary may supply the meaning.

IV. COMMITTEE WORK

Various committees may be assigned different sections of the newspaper for seeking out suitable vocabulary words. The front page, foreign news, local news, editorial, feature, financial, sports may all become the core for vocabulary study. It is advisable to have the whole sentence in which the word appears copied in order to preserve the context.

V. ADVERTISING VOCABULARY

The language of advertising is a rich source for vocabulary growth. Newspaper and magazine ads may be used for pupil-constructed illustrated booklets on advertising vocabulary.

VI. TECHNICAL VOCABULARIES

Special pages of the vocabulary section of the notebook may be set aside for recording words relating to shop, mathematics, science, drawing, and social studies. These lists may be exchanged occasionally for pupils to devise tests on the words contained on those pages.

VII. CORE IDEAS

Word Power Made Easy by Norman Lewis (Doubleday and Company, New York) offers some interesting core ideas around which a vocabulary program can be built. One possible adaptation of this material to classroom use would be to assign to different pupils certain areas for study and have a day or so of oral activity in which each pupil talks about the words in his area. For example, the following areas may be assigned: Personality types, doctors, scientists, dishonesty, actions, speech habits, uncomplimentary terms, flattery, common occurrences, everyday attitudes, manners, complicated ideas. Each pupil will have learned the meanings of words of at least one area well enough to communicate them to others. The others will have been exposed to many terms which they may feel are interesting enough to remenber.

VIII. WORD GAMES

Vocabulary study ceases to be dull when an occasional word game is introduced. Pupils themselves can make up the material for a game of synonyms. Using a dictionary or thesaurus they can prepare two columns, one containing a word and the other a synonym with the letters scrambled.

For example:

pledge of security	raantegue
recompensing	gniypa
competent	eeiiffcnt

IX. WORD ROOTS

A number of different roots may be assigned to various pupils to build up lists of words containing these roots: graph, form, meter, scope, phone, auto, litho, etc.

X. WORD HISTORIES

Words at Work by Joseph Bellafiore (Amsco School Publications, Inc., New York) offers many interesting exercises in vocabulary study. His section on the Romance of Words may be made the basis for a series of interesting oral topics to be presented before the class.

XI. SUITING WORDS TO PICTURES

The use of pictures such as may appear in Life or one of the other pictorial periodicals as a vocabulary device has been found effective. The picture may be displayed (preferably by opaque projector) and the pupils asked to write words descriptive of some of the details in the picture. It may be more effectively guided if a list of words from which they may choose is provided. The matching of the descriptive words with details in the picture may develop some discernment.

PROCEDURE 123 - SPELLING

Spelling deserves two types of treatment in the classroom. A concerted program directly attacking errors revealed in diagnostic testing seems essential. In addition to this, all written work provides many opportunities for incidental instruction in specific spelling errors. The vocational pupil has an immediate problem in learning to spell the word connected with his particular trade. The following suggestions are offered to assist in building a constructive program of spelling instruction.

I. USING THE NOTEBOOK

A section of the pupil's notebook set aside for spelling provides a means of individualizing instruction. After a diagnostic test has been given, it may be clear that some pupils need help with special problems that others have already mastered. For example, a page of helps and hints on using contractions may be very helpful to certain pupils. Pages for lists of words with which an individual pupil has had difficulty provide a ready reference for his own use.

II. MNEMONICS

Since spelling is largely dependent on memory, brief memory devices known as mnemonics can be used with interest and amusement to help pupils to remember correct spellings. On a page of the notebook devoted to difficult words, notations indicating the mnemonical devices can be made. For example, after the word all right can be written "opposite of all wrong." For the word stationery the notation "er in paper" can be written. Pupils may enjoy thinking up devices for some of the words with which they have difficulty.

NOW SPELL
"POSSESS!"
P-O-S-E-S-S — NO. P-O-S-S-E-S-S

III. DIAGNOSIS AND EXERCISE

Spelling Review by John A. Lester (Follett Publishing Company, Chicago) offers some interesting material for diagnosis and exercise work in spelling. His treatment of spelling errors resulting from mispronunciation is especially valuable.

IV. BUSINESS SPELLING

For dealing with words from the specialized field of business, Gilmartin's Business Speller (Prentice Hall, New York) presents organized material for study.

V. PROMOTING GOOD SPELLING

The attention of the class can be drawn to spelling by assigning the preparation of posters and displays which point up the importance of spelling. One group may be assigned one dealing with the spelling demons. Another may graphically portray situations in which poor spelling might prove disastrous. Still another may deal with mnemonics.

VI. HARD SPOTS

The spelling notebook pages may contain lists of words with the hard spot in each word underlined or encircled for emphasis in study.

VII. OPAQUE PROJECTIONS

Pupil's spelling errors marked and shown with an opaque projector can provide an exercise in correction for the class. As they see each word in which an error has been made, they may write it correctly on their paper.

VIII. SPELLING AIDS

Some inexpensive spelling aids are available. From the Stock Company, Austin, Texas, research bulletins called Spelling Trends can be obtained free. From the same company, for one dollar, forty tests and a manual, entitled Standardized High School Spelling Test can be secured. The H. M. Rowe Company, 624 N. Gilmor St., Baltimore 17, Md., will supply a workbook of seventy-seven tests called Spelling Completion Tests, at thirty-six cents a copy.

IX. HELPING ONE ANOTHER

One method of screening out most of the spelling errors in assignments is to take a brief moment to exchange papers and have pupils examine one another's papers for spelling mistakes. Offer special credit to the pupil who finds the most errors.

X. SPELLING FROM OTHER CLASSES

Teachers of shop and other subjects may be willing to supply English classes with the words most frequently misspelled in their classes. Specially labeled lists may become a part of the spelling section of the student notebook.

XI. PUPIL-MADE TESTS

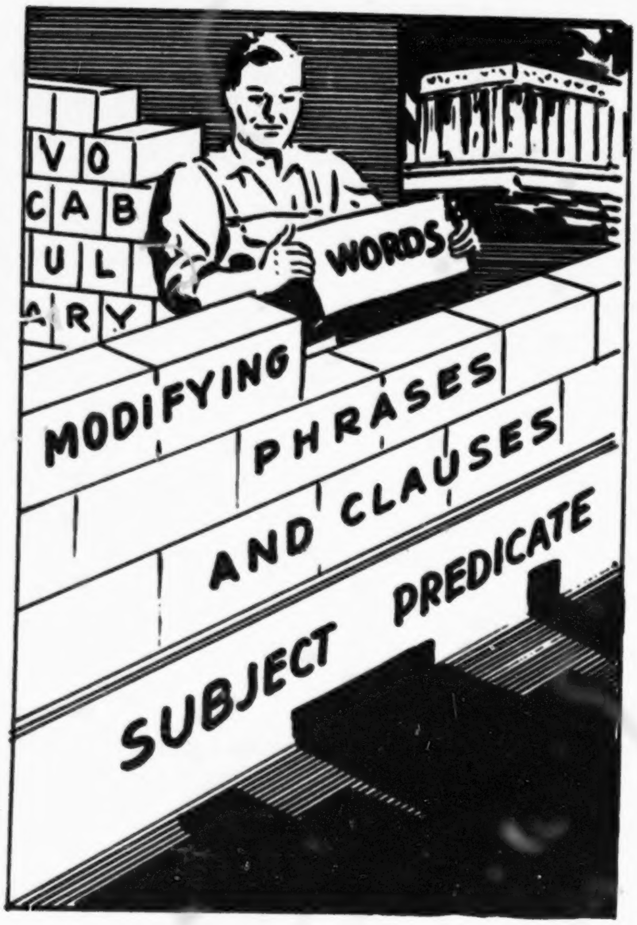
Pupils may devise spelling tests for one another by writing difficult words with the hard spot left blank, as in re--ve.

PROCEDURE 124 - GRAMMAR

The course outline indicates the sentence as the basic unit for instruction in grammar. The aim on this first level is to secure the writing of complete, clear, and varied sentences. The functional approach prescribes that the sentences used be those of the pupil himself, but some auxiliary drill in textbook or workbook exercises may be indicated in special instances. The caution usually given in this area is that pupils ought not be subjected to routine drill in that which they already know. The occasional individual assignment would seem to apply here.

I. SENTENCE RECOGNITION

One method of attack is to have some board space set aside with the label, THESE ARE NOT SENTENCES. WHY? As each incomplete group of words or "run-on" structure is discovered the pupil writes it on the board. When the allotted space is filled, it may be time for a lesson on what makes a group of words a sentence. This may be followed by a brief test on recognizing sentences.



II. BUILDING THE SENTENCE

An activity which may aid in developing sentence building skill is to have the class compose a list of simple subject and predicate combinations. Then assign various groups to work out the "decorative wording". One group may devise suitable adjectival words, phrases and clauses. Another may work on the adverbial constructions. Still another may be assigned the task of compounding with suitable connectives. The various groups may be assigned names similar to factory production departments. The traditional nomenclature of grammar may be used or rejected as the teacher sees fit. It is more important that the product which rolls off the assembly line be a clear, complete and interesting sentence.

III. INTERCHANGING WORDS AND PHRASES

For those who have difficulty understanding the nature and function of the prepositional phrase, it may prove helpful to show how most adjectives can be changed to phrases. Changing powerful team to team with power may show the pupil that he has a choice in his types of modifiers and a means of adding variety to his sentences. Another note of variety may be offered to the pupils in letting them interchange infinitives and gerunds in their sentences.

Telling can be replaced by to tell. The use of infinitives as adverbial and adjective modifiers, substitution of participial phrases for clauses, use of proper tenses, use of appositives, and rearranged word order can all be taught as methods of varying structure. The names of these processes need not be used in teaching how to make the changes.

IV. UNGRAMMATICAL DIALOGUE

Ungrammatical statements made by characters in novels, plays, radio broadcasts, etc. may be collected by the class on small slips of paper which identify the speaker and the occasion or page on which the statement was made. When the collection has grown to a suitable size, the slips may be taken out for class study, discussion and correction. The "detectives" who ferret out these errors may be given special credit for their efforts.

V. NEWSPAPER HEADLINES

Some help in understanding the subject-predicate-object relationship can be obtained from the use of newspaper headlines. If the three headings, subject, predicate, object are placed above columns on a sheet of writing paper, clipped headlines can be mounted under those labels. CHOIR HOLDS CONCERT; CLASSES STUDY JOBS; SOCIETY RAISES STANDARD; HOUSE GETS BILL all fall easily into the pattern. Passive constructions or missing verbs in any of the headlines can be separated for special treatments, such as changing to active form or supplying missing verbs.

VI. AGREEMENT

Instruction in agreement of subject and predicate may be simplified by a few examples containing the verbs to be and to have along with some regular verb showing when to add s.

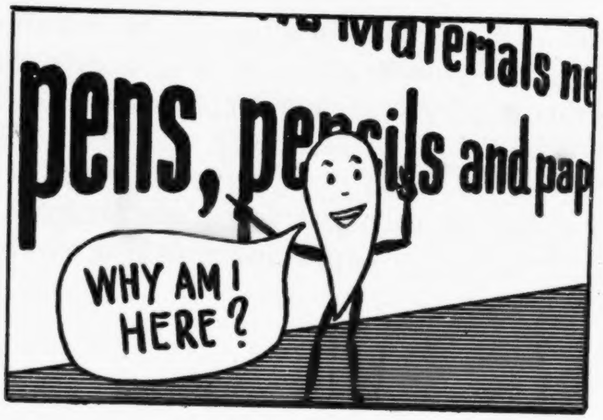
VII. PRONOUN FUNCTIONS

The functions of pronouns may be clarified by having pupils eliminate the needless repetition of some noun, as in the sentence, "John cut John's finger with John's knife making John's birdhouse."

PROCEDURE 125 - PUNCTUATION AND CAPITALIZATION

Standards of punctuation and capitalization are subject to continuous change. Many of the rules which were held sacred by the older grammars and handbooks of style are ignored in current publications. This places the teacher in a vulnerable position if he insists on pupil conformance to these rules. The pupil is faced with books, magazines, newspapers, billboards, advertising circulars, signs, etc., all of which show departures from textbook rules. The result may be a distrust of textbooks and teachers as authorities. Perhaps this indicates the desirability of giving classroom recognition to these various styles by explaining, wherever possible, the logic behind their deviation from past usage. Whatever style of punctuation or capitalization is used in a written selection, there is a reason for every mark or capital used. This reason may be the clue to securing class interest and understanding.

I. USING MODELS



Brief passages from books or periodicals may be copied by the pupils, leaving out all punctuation and capitalization. The papers are exchanged and each pupil tries to punctuate and capitalize the selection he has received. Then the papers are re-exchanged and rated. In cases where the pupil cannot understand why his punctuation and capitalization are not the same as those of the text, the issue can be discussed by the class. Textbook authorities can be consulted and, in the event that they do not support the original style, the teacher may explain possible reasons for the departure.

II. NEWSPAPER STYLE

Newspaper style which admits of more frequent "lower-case" usage may provide an interesting study for the class. Once they understand that the reason for this is that it is much easier for linotype operators to pick out small letters than to select capitals, they will understand why Pacific ocean, in the newspaper is just as correct as Pacific Ocean, in the textbook.

III. AN EARLY START

One economical device consists in posting a pupil at the door of the classroom to distribute to the entering class small slips of paper containing one sentence to be punctuated and capitalized correctly. Numbered board panels may correspond to the numbering on the slips. By the time the class starts, many of the sentences will already be on the board for class discussion and correction.

IV. RELATION OF PUNCTUATION TO MEANING

The effect of punctuation on meaning may be brought home by devising an exercise containing sentences punctuated two ways. Pupils are to explain the difference in meaning. This serves to make them conscious of the function of punctuation as an aid to comprehension.

V. AN AID TO READING

The relationship of punctuation to good oral reading by comparing reading done without adherence to the marks to that done with compliance to the signs. Tape recorded selections can provide an interesting method of showing the contrast.

VI. BUSINESS LETTER PUNCTUATION

Sample business letters may be brought to class and each punctuation mark and capital letter numbered. On a separate sheet of paper, after each corresponding number, the pupils may write the reason for the particular usage employed.

VII. ADVERTISING STYLES

Advertising writers take great liberties with both punctuation and capitalization. They frequently shun the marks because they feel they introduce a discordant note into the harmony and proportion of their design. Their excessive use of capital letters is obviously for emphasis, ease in reading, and various design features. Various advertisements may be clipped and mounted with brief explanations of the reason for the unusual usage and what would ordinarily be the correct form.

VIII. USING THE OPAQUE PROJECTOR

Material requiring punctuation and capitalization can be projected with an opaque projector for class scrutiny. Pupils may volunteer corrections which may be discussed by the class.

BOOK III

SECOND YEAR PROCEDURES

BOOK III INTRODUCTION TO THE SECOND YEAR PROCEDURE SHEETS

The procedure sheets for the second year of this course continue in basically the same pattern as those which were prepared for the first year. However, additions and revisions have been made in order to profit from the results of an evaluative survey which was made in the Buffalo vocational and technical high schools during the first year of experimentation with the course.

It is not intended that every device detailed in the following pages should be used; nor is it intended that those which are used must be used in the way they are described. The selection of a device to accomplish an objective will necessarily be conditioned by many variable factors. Each teacher knows best his own limitations in conducting a classroom activity. Frequently, physical conditions of a classroom, size of class, variety of pupil types and varying class reactions will serve as signposts towards the process of selection.

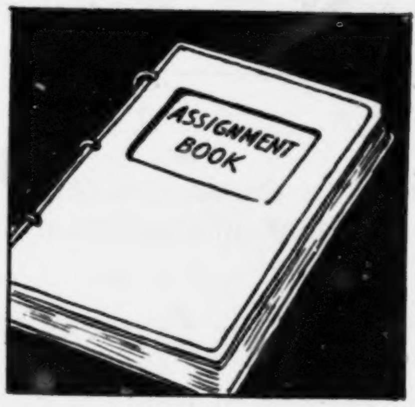
A new feature included in these second-year procedures consists of suggested study papers and suggested student activities. It is hoped that these will ease the burden of preparing assignment material for a number of classes. To help highlight these features, they have been placed in boxes which set them apart from the material directed exclusively to the teacher. Needless to say, they may be revised and expanded to suit individual preferences.

Since this course has been developed for use in vocational schools which offer a great variety of trades, it is not practical to present exact exercise material suitable for adaptation to each individual trade. However, many of the suggested study papers indicate the nature of suitable material for this use. For example, a teacher whose school offers courses in the building trades can make use of reading exercises taken from trade periodicals, shop manuals, lesson sheets, technical books, etc. Working in conjunction with the shop teacher, he can design writing, speaking and listening activities based upon current shop work.

Even a cursory perusal of these second-year procedures will reveal numerous opportunities for correlation between various parts of the course. For example, many of the writing activities use the same basic principles as those in the oral section, and the reading section places some emphasis upon both oral and written activities. These correlating elements in the course may be used to advantage by the teacher in the planning for economical use of time and in the securing and maintaining of a high level of enthusiasm through variety.

SUBJECT AREA I

PROCEDURE 201 - HOW TO STUDY



During the first year, the procedures are aimed at orientation to the study processes for the newly arrived high school pupil. The second year calls for improved techniques in the use of study aids. At this level, it may be well to provide the pupils with an opportunity for a slightly more intensive use of some of the tools to which he has been exposed in the first year of instruction. Many of the procedures indicated under this heading in the first year of the course are valid for use in this section.

1. NOTEBOOK

The preparation of the student notebook may be done in a manner similar to that indicated for the first year. (See First Year Procedure 101, item I.) The teacher may expect a higher standard of organization, neatness and care in the second year notebook.

II. STUDY SCHEDULE

The student study schedule may likewise be prepared as prescribed in item V of the First Year Procedure 101.

III. RECORDING ASSIGNMENTS

Let pupils practice recording assignments. These points are essential to intelligent recording:

A. Assignment notebook or section of large notebook
B. Clear, legible entries
C. Correct page numbers
D. Correct deadlines for turning in assignments
E. Special hints and helps

Class may offer oral criticism of the following entry in an assignment book:
"English - Do part of study paper on library."

IV. NOTE TAKING

Though more detailed instruction may be given later on in the section on reading for report, perhaps a brief lesson on how to condense information into note form may fit into one of the class periods on study techniques.
Example: This paragraph with the accompanying condensation in note form may serve as an illustration:

When the key in an ordinary door or drawer is turned, the cuts in the former pass over wards; these are the projections on the inside of the lock which will stop any key not having the same cuts.
Note: Wards - projections inside lock to stop key without same cuts.

Suggested Study Paper

On the line below each of the following paragraphs condense the most important information into brief note as shown in the example.

1. The Kentucky River rises in several headstreams in the Cumberland Mountains, and flows northwest for 260 miles through the most picturesque section of Kentucky, emptying into the Ohio River at Carrollton. It takes a zigzag course between limestone cliff and green hills. The Kentucky River is navigable for sixty miles, to Frankfort, owing to a system of locks and dams.

Note: ____

2. For every ton of pig iron made in a blast furnace about 4 1/2 tons of air are required. In addition the solid raw materials entering the furnace add up to only 3 1/4 tons for each ton of hot metal produced.

Note: ____

3. It is practically impossible to color ordinary solder, but brazing solder may be colored. This may be used on art metal projects requiring the appearance of copper or brass.

Note: ____

4. The fireplace located in the projecting corner of the room offers something different in fireplace design. Its advantage is that it breaks a severe vertical line in the interior and offers a wider view of the flame.

Note: ____

5. The most common form of water contamination results from back-siphonage or organic material into the water supply line. Back-siphonage can occur in the water piping layout of a plumbing system.

Note: ____

____

A paragraph similar to those above may be taken from trade books, magazines or any other source to test student ability to write a suitable note.

V. MEMORIZATION

The technique of memorization has a place in this section on improving study procedures. The following hints may be passed on to pupils:

A. Carefully go over the material to be memorized, thinking out its meaning. That which is understood can be memorized more easily.
B. Divide the material into sections, keeping closely related thoughts in the same section.
C. Study one section at a time. Stay with each section until it is memorized.
D. As each section is learned, add it to the preceding sections and repeat the combination.
E. When the whole has been memorized, allow several minutes to elapse and try to recall the entire material.

Suggested for student practice:
The Star Spangled Banner
America
Shop safety rules
List of mathematical formulae
Short speeches

VI. PARTS OF A BOOK

Intelligent use of books requires some familiarity with their essential parts. The following procedures may serve to fix some of the more common terms in the minds of the pupils and guide them in their proper use.

A. Oral presentation of material by use of an actual book or a prepared model.
B. Have pupils make a model by folding halfsheets of paper to form a booklet. Have the pupils label one page cover, another page title page, etc.

Suggested Study Paper

Pupils may utilize whatever books are available in the classroom or library to complete the following:

Write the:-

1. Full title of the book
2. Author's full name
3. Name of the publisher
4. Place of publication
5. Copyright date
6. Number of pages used for the table of contents
7. Number of the pages on which the preface is found
8. Number of illustrations given in the list of illustrations
9. First five words of the preface, if any
10. Number of pages there are in the body of the book
11. First and last words in the glossary, if any
12. Names of any other appendices
13. First and last entries in the index
14. First listing in the bibliography
15. Location of the flyleaf

Suggested Test

In the blank preceding each word in Column I, write the number of the definition in Column II which best defines it.

Column I

_____ index

_____ preface

_____ glossary

_____ editor

_____ table of contents

_____ appendix

_____ publisher

_____ copyright

_____ title page

_____ bibliography

Column II

1. A list of specialized words used in the book together with their meaning
2. Added information not essential to a book's completeness
3. Exclusive rights to the matter and form of a book
4. List of writings relating to a given subject
5. Place where exact title and full name of author are given
6. An alphabetical list of items discussed in a book
7. An outline of the material in a book
8. Introductory material giving the author's purpose in writing the book
9. One who revises and prepares for publication
10. One who issues a book for sale to the public

VII. LIBRARY

The extensive reading program proposed in this course makes the familiarization with the library more imperative than ever. The following are some of the activities suggested to accomplish this aim:

A. Review of the material covered in the first year
B. Visit to the school library
    1. Discuss library rules
    2. Pupils point out location of various material
    3. Pupils use card catalogue
        a. A previously prepared set of cards, each bearing the title of a book in the library, can be distributed to the students so that each can use the card catalogue to locate one particular book.
        b. The teacher may ask one pupil to consult the card catalogue for a title, have another explain how he would locate the book, and a third bring the book to the teacher.
        c. Assist the pupils in selecting and locating books to be read
C. Discuss the public library system in the community and the method of getting public library cards. Point out the advisability of possessing a library card and promote the acquisition of such cards. A list of the community's libraries and their addresses, posted prominently in the classroom, might prove helpful.

D. Familiarize the pupils with reference books.
   1. Survey their knowledge of such books and utilize this information to build up this unit of work
   2. Introduce the class to new references so that by the year's end they are able to handle an encyclopedia, Readers' Guide to Periodical Literature, Who's Who, Who's Who in America, Twentieth Century Authors, World Almanac, Atlas, Bartlett's Familiar Quotations, Granger's Index to Poetry and Recitations.
   3. With the aid of shop instructors compile a list of outstanding references in the trade.

E. Study sheets for individual reference books may be prepared either for individual pupils or for pupil committee use.

Suggested Study Paper

Complete the following chart in the manner indicated below

QUESTION	REFERENCE USED	ANSWER
Sample: Which of Willa Cather's novels does the library own?	card catalogue	Death Comes for the Archbishop, Shadow on the Rock, My Antonia
1. From what language did the word liberty come into English?		
2. What was the estimated population of New York City in 1952?		
3. Where and when was President Eisenhower born?		
4. What university did the Eighteenth Century writer, Dr. Samuel Johnson, attend?		
5. Name two islands in the Strait of Mackinac.		
6. In what magazine can be found the latest information about atomic energy?		
7. Who wrote "Cowards die many times before their death"?		
8. Name a poem suitable for Thanksgiving Day Assembly.		
9. What is the home state of William Faulkner, the modern American author?		
10. Where was glass first used?		

Suggested Test

Complete the following:

1. Most libraries use the __________ system of classification.
2. The title of a good encyclopedia is ________________.
3. A collection of maps in one volume is an ______________.
4. Non-fiction books are arranged according to their______________.
5. The ________ is a book which gives detailed information about government, population, commerce, sports, etc.
6. A card bearing the following: "Aviation See Aeronautics" is called a_____ card.
7. In the card catalogue, one finds for each book, the author, card, subject card, and ____________ card.
8. Articles in an encyclopedia are usually arranged ____________.
9. ____________ gives information about outstanding living Americans.
10. ____________ is a reference book I use in my trade.

VIII. DICTIONARY

Review of the use of the dictionary may prove helpful early in the term.

A. After a set of dictionaries has been distributed, the following points may be reviewed.

    1. Abridged and unabridged dictionaries
    2. Parts of an unabridged dictionary
    3. Guide words
    4. A typical entry and its parts
    5. Diacritical marks and accents
    6. Use of tables and illustrations
    7. Lists of abbreviations
    8. Special sections

Suggested Study Paper

1. Which of the following is the correct spelling: callories or calories?
2. Give the number of the appropriate dictionary definition of the word stop, as used in the following sentence: "The organist made frequent use of the Vox Humana stop."
3. Show the exact pronunciation of each syllable in the word detonate, and place the accent on the proper syllable.
4. If the word expiation had to be divided at the end of a line, what would be the two best possible divisions?
5. List all the parts of speech in which the word forward might be used, and give a short sentence illustrating each.
6. What languages have helped to give us the word victuals? How is it pronounced?
7. Give five synonyms for the word view.
8. Approximately how high is a snap-dragon?
9. Give the approximate population of the city of Buffalo.

10. Who was Sir Galahad?
11. The dictionary reveals an interesting connection between words in each of the following pairs. Show in a brief explanation for each that you understand this connection.
    vulcanize - Vulcan
    siren - Sirens
    mercurial - Mercury
    martial - Mars

12. Under what word in the dictionary may one find how many gallons there are in one hogshead?
13. To what technical field does the word frieze belong?
14. From what language has the English language taken without change in meaning or pronunciation the expression en masse?
15. What is the present level of usage of the word gyp, meaning to cheat?
16. What does the word archaic mean after the entry spake?
17. What does the abbreviation O.N. following the entry spark mean?

Suggested Test

All of the following questions are based on the dictionary entry country.

1. Is the first or second syllable stressed in pronouncing the word?
2. As what parts of speech can the word be used?
3. Write the abbreviation of the two languages from which the word is derived.
4. What is the plural of the word?
5. Write the oldest meaning of the word.
6. Write the part of speech and the number of the definition of the word country as used in each of the following sentences.

    a. Let's take a ride to the country.

    b. He acted as though he were a country bumpkin.

    c. I pledge allegiance to my country.

    d. That area was sheep grazing country.

    e. It was a country custom.

SUBJECT AREA II

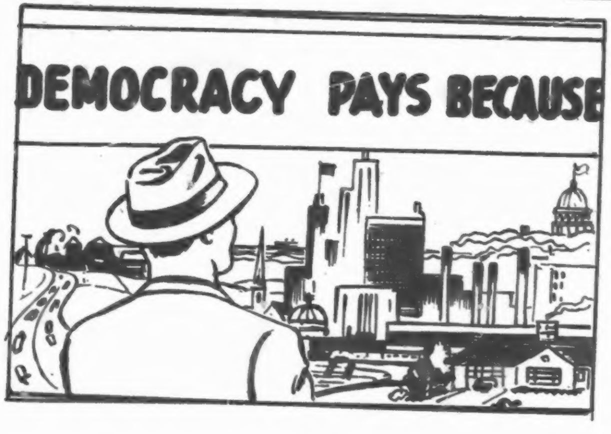
PROCEDURE 202 - INTERPRETATIVE READING

The procedures indicated for use with the first-year pupils under this heading were directed at creating an awareness of the written word as a means of influencing opinion and arousing people to action. This awareness on the first-year high school level might have consisted in the simple recognition of the issue involved and the writer's stand. The next step, which might conceivably be undertaken by second-year pupils, is recognizing the means which the writer is using to accomplish his purpose. For example, on a certain shop bulletin board there are three safety posters side by side. The first shows three athletes wearing the protective equipment of their sports. The lettered admonition is: "Wear your protective equipment." Next to that is another poster divided into two rectangular areas. One area contains a beautifully colored photograph of a rustic scene, the other contains nothing but a black mass. Above the photograph are the words, "What you see." Above the black rectangle are the words, "What a blind man sees." Beneath both appears the appeal, "Wear your safety goggles." The third poster shows an American flag artistically placed on a field of blue, with the wording, "It is your patriotic duty to avoid accidents and protect your fellow workers."

It is easy to recognize the issue here treated by three separate poster makers, --safety. Further, there is no difficulty in discerning the attitude which all three were seeking to create in a reader, --"protect yourself and others on the job." Now, examine the method used by each writer. The first is appealing to human reasoning power: if it is sensible to protect yourself with a catcher's mask or shin guards, it is sensible to protect yourself from flying metal or abrasives. The second makes an appeal to the innate desire of everyone to enjoy a normal life. The third appeals to the emotion of patriotism.

If we are to train young people to become intelligent readers of the public press, prudent readers of advertising, and fair-minded citizens, we should provide them with guided experiences in recognizing a point of issue, the stand of the writer, and the means he is using to make his point. This will form the basis for later development of critical judgment of reading material.

The suggested procedures under this heading for first year may be used with the additional element of examination of the method of the writer. For example, in activity 5, in Procedure 103 of the First Year Procedures, it is suggested that an advertisement praising democracy be read to determine the position of the writer. On the second year level, the class might be directed to determine the type of appeal used by the writer in his attempt to make us appreciate the benefits of our democracy. Perhaps he is stressing the terrors behind the Iron Curtain, or appealing to our sense of enjoyment as consumers in a country which permits free competition.



Suggested Study Paper

For each of the following excerpts from selections of persuasive writing, indicate (1) the point at issue (2) the stand of the writer (3) the nature of the writer's appeal.

Example:

Dutch elm disease is here. It's even more fatal than polio is to a child. There's only one way to cure Dutch elm disease--that is to prevent it. . . . . Prompt community action to control the disease appears to be cheaper than removal of dead or dying trees after infection. (Newspaper editorial)

Point at issue: Shall the elm trees be saved or not?
Writer's stand: Start saving them immediately.
Nature of appeal: (1) Natural dread of polio (2) Desire to save money.

1. News that full agreement has been reached in the Bangkok conference between Nationalist China and Burma on the repatriation of Chinese guerillas is heartening . . . . The Nationalist Government of China has been obliged to weather large storms of criticism in the best possible way by its acts of positive progress on Formosa. It is therefore a good thing when still another ground for criticism can be thus removed. (Newspaper editorial)

Point at issue: ________________
Writer's stand: ________________
Nature of appeal: ________________

2. One of the terrors of motoring in the early days was the narrowness and steepness of many mountain roads. You were likely to meet another vehicle at a tight spot. Then the accepted thing to do was to have all your passengers pile out, hold your breath, and carefully squeeze by.

This danger, plus the fact that many of the old cars had difficulty climbing steep hills, made mountain driving a sport for the daring. But with today's wider, safer roads, modern high compression engines and Blank gasoline, you cross the highest mountain ridges as a matter of course. Cars run their best on the best gasoline. (Magazine advertisement)

Point at issue: ________________
Writer's stand: ________________
Nature of appeal: ________________

3. The spotlight of sport next week will be focused on the Carnoustie Golf Course in Scotland. It is there that Ben Hogan, having cleaned up on this side of the big water hazard will be trying his luck at the home of golf. It isn't so much a question as to how Hogan will handle his human opponents. He has taken care of better golfers than he will face in Scotland. The question over there will be how he reacts to the strange conditions if a few storms arise or if fogs and gales blow over the Carnoustie battlefield.

Point at issue: ________________
Writer's stand: ________________
Nature of appeal: ________________

4. Thoughtful, liberal-minded Americans who studied socialized medicine in action in Europe returned convinced that it was not for the U.S. Even with recent British improvements, it is still tax-wise murderously expensive, inefficient and gets dogged by patients with fancy ailments. But, in its turn, the House of Delegates (of the American Medical Association) must stop behaving as though all organizations and efforts to provide more medical care for less money are necessarily "socialistic" or machinations of the devil. (Magazine editorial)

Point at issue: ______________________________
Writer's stand: ______________________________
Nature of appeal: ____________________________

5. The third theory of economy is the theory of administrative dispersal. This idea is to break up the VA and hand its functions out to many other agencies. On the books, the VA budget would largely disappear--to become hidden in the budget of other agencies. In past experience this proved actually to be more expensive, as it multiplied duplication and red tape in handling claims--crippled the veterans program. Because of its failure, Presidents Coolidge and Hoover centralized administration of veterans affairs in what is now the VA. (Excerpt from magazine article)

Point at issue: ______________________________
Writer's stand: ______________________________
Nature of appeal: ____________________________

6. In examinations of thousands of high school and college students, it was found that non-smokers are better athletes, do better school work, and are more generally ambitious than smokers. Most boys and girls start to smoke because they think it is "sophisticated." It isn't. As a matter of fact, teen-age smokers often look somewhat ridiculous when they ape their elders. Once you become adult, you can decide whether or not you wish to smoke. But there is not one single point in favor of smoking during your high school years. (Magazine health column)

Point at issue: ______________________________
Writer's stand: ______________________________
Nature of appeal: ____________________________

7. Here, in permanent form, is the drama of the Jeffersonian heritage. Authentic in historical spirit, imaginative in form, this book is history that comes alive. Millions of Americans are being introduced to "The Jeffersonian Heritage" through the radio series of that name, and will see the forthcoming television series. This book shows how it really was in the days of uncertainty when America--all alone--faced the fight for freedom and grappled with the problems of rights and fair play that are the very issues we face today. This is history with the dust blown off. (Book review)

Point at issue: ______________________________
Writer's stand: ______________________________
Nature of appeal: ____________________________

8. Unlike the other hour-long dramas, Studio One is still trying to beat the movies at their own game. Instead of striving for the simplicity and realism that has distinquished the best offerings of the Sunday Television Playhouse and the Wednesday TV Theatre, Studio One continues to explore the shallow depths of cute comedy and cliche melodrama. (Newspaper television and radio column)

Point at issue: ____

Writer's stand: ____

Nature of appeal: ____

9. Why does the U.S. Air Force need me now? Responsible government officials, both military and civilian, have pointed out a serious weakness in our air defense system. A glance at the map will make this clear. There is only one way to correct this weakness now--the immediate and voluntary services of hundreds of thousands of patriotic Americans--including you! (Ground Observer Corps pamphlet)

Point at issue: ____

Writer's stand: ____

Nature of appeal: ____

10. As it is an ancient truth that freedom cannot be legislated intc existence, so it is no less obvious that freedom cannot be censored into existence and any who act as if freedom's defenses are to be found in suppression and suspicion and fear confess a doctrine that is alien to America. (President Eisenhower's speech reported in newspaper)

Point at issue: ____

Writer's stand: ____

Nature of appeal: ____

Suggested Test

Read the following editorial and then answer the questions which follow it.

Since Georgia granted the vote to eighteen-year olds in 1943, there has been a growing movement to change the minimum voting age in the other 47 states. The idea has President Eisenhower's "enthusiastic endorsement", according to National Republican Chairman, Leonard W. Hall, who recalls that General Eisenhower said in a speech last summer that those who were old enough to fight were old enough to vote.

That reason, by the way, is the only one we have heard put forth to justify the proposed change. Maybe it's a good reason, but it seems to us to have a couple of flaws. It doesn't justify giving young ladies of eighteen the right of franchise. And it brings to mind a remark by one of our colleagues: "If a man is old enough to vote when he's old enough to fight, then logically the man who is too old to fight ought to lose the right to vote".

There may be more valid arguments for lowering the voting age, and we would like to hear them. We've certainly nothing against teenagers, but we aren't sure that eligibility for military service should be the sole basis for giving them the privilege and responsibility of voting. So we hope that there will be a careful study of other pertinent aspects of the matter before Congress acts on pending legislation which is designed to bring about this change by constitutional amendment. (Collier's Magazine editorial)

Number your paper from 1 to 10 and copy after each the letter before the item which most correctly answers the questions.

1. The point at issue is: (a) Should President Eisenhower set the voting age? (b) Should all states have a uniform voting age? (c) Should eighteen-year-olds be given the right to vote? (d) Should old people be deprived of the right to vote?

2. Concerning this issue, the writer is (a) entirely opposed (b) not certain (c) in favor (d) opposed to girls of 18 having the right to vote.

3. The writer is appealing to the (a) basic American desire to have all legislation based on careful investigation (b) American distrust of teenagers (c) Teenagers' desire to have an active part in electing public officials (d) desire of all the other states to follow one state.

4. President Eisenhower (a) opposes (b) favors (c) is undecided about giving the right to vote to eighteen-year-olds.

5. franchise means (a) free speech (b) joining the armed forces (c) arguing political issues (d) right to vote.

6. colleagues means (a) associates (b) college graduates (c) absent-minded professors (d) bill collectors

7. valid means (a) empty (b) incorrect (c) doubtful (d) capable of being defended

8. eligibility means (a) appearance (b) qualifications (c) education (d) substitution.

9. pertinent means (a) difficult (b) prominent (c) related (d) common

10. pending means (a) not yet decided (b) already decided (c) complicated (d) limited

3

PROCEDURE 203 - READING TO SOLVE PROBLEMS

In the first year of instruction, the pupil's attention is focused upon the importance of reading and understanding written directions. This must be re-emphasized continuously throughout the four years in order to insure that no vocational high school graduate will face a set of printed directions with a feeling of inferiority. The objective indicated for the second year calls for an increase in trade knowledge. Obviously, any increase in the ability to understand what one reads will result in an increase in one's knowledge. The meaning of the second-year objective is that the older and more advanced pupil who has been brought to concentrate on improving his accuracy in reading directions may gradually be brought closer to realistic situations connected with his total life adjustment process, a major part of which is his trade.

I. Any of the procedures indicated on pages 8 and 9 of the first year of the course may be adapted for use in this unit.

II. FILLING OUT FORMS

A study paper may be based upon the U. S. Treasury Form W-4, the Employee's Withholding Exemption Certificate. Copies of this form, if they are available in sufficient quantities, could be used as class sets and rotated among teachers in the same school. If this is not possible, copies could be typed and duplicated for class use. Study papers may take various forms. The following is one possible type.

Suggested Study Paper

On the U. S. Treasury W-4 Form, there are spaces for the entry of six figures to indicate the number and nature of the exemptions to which the worker is entitled in the amount of tax withheld from his wages. Instructions for interpreting the directions appear on the reverse side of the form, and should be used in working out the following examples. Each of the following represents the case of an imaginary worker. Basing your answers upon the information given on this paper determine the exact entries which he would make on the form. Enter this information after the corresponding numbers under each problem.

1. John Avery is unmarried, 35 years old, and contributes nothing toward the support of anyone.

I. ....
III. a. ....
IV. ....
II. ....
b. ....
V. ....

2. Henry Baker and his wife are both 66 years old and have only themselves to support on Henry's income.

I. .... III. a. .... IV. ....
II. .... b. .... V. ....

3. George Mack and his wife, both 28 years old have four children, the oldest of which is five years old.

I. .... III. a. .... IV. ....
II. .... b. .... V. ....

4. Bill Heck, 50 years old and unmarried, provides the complete support of his disabled brother.

I. .... III. a. .... IV. ....
II. .... b. .... V. ....

Suggested Test

True-False (Pupil should have copy of certificate while completing this test.)

1. It is possible for a single and married person to claim the same number of exemptions.
2. A cousin may be claimed as a dependent.
3. The income of a dependent does not affect a worker's right to claim him as a dependent.
4. A blind person must be 65 years old in order to claim an exemption.
5. An employer may legally withhold tax without exemptions, if you fail to file the W-4 Form.
6. A single person, under 65 years of age, not blind, and having no dependents can claim no exemptions.
7. To be classified as a dependent, a person must have received his entire support from the taxpayer.
8. Adopted children may be classified as dependents.
9. A parent who is an Italian citizen and resides in Italy may not be claimed as an exemption.
10. No changes in the number of exemptions need be reported during the year in which they occur.

III. PROBLEMS IN MATHEMATICS

Since the element of reading directions enters into the understanding and solution of problems in mathematics, it may be well to use typical problems encountered by the pupils in their related mathematics courses. While actual solution of the problems is not advisable, questions based on problem content may provide a suitable basis for a student study paper.

Suggested Study Paper

Answer the questions listed below, basing your answers on the following problem.

> Compute the cost of concrete at $14 per cubic yard for a garage floor with the following specifications. The floor is 18′ × 20′. Also included is a 5′ wide apron across the 18′ front. All concrete is to be 4″ thick.

1. What is the meaning of the word compute?
2. What is the unknown quantity which the solution of this problem is to provide?
3. Four items of information are given in the problem. List these 4 items.
4. Can the measurements be used exactly as they are given? If not, describe the changes you would make.
5. Roughly sketch the surface involved in the problem.

Suggested Test

True-False

1. The dimensions of the floor and apron are given separately.
2. This is a problem in volume.
3. The final answer will be in cubic inches.
4. The thickness of the concrete is an unnecessary item of information.
5. The height of the garage is one of the given quantities in the problem.

IV. SPECIALIZED WORD MEANINGS

Pupils' failure to understand directions is frequently the result of their lack of knowledge of words in science, mathematics, trade subjects, etc. Such words would vary from subject to subject and from year to year within each field of study. Words of this type may be obtained from other teachers, the pupils themselves, manuals, job sheets and trade publications.

Suggested Study Paper

What is the meaning of the underlined words in the following sentences?

1. Bisect a 125° angle by computation.
2. Turn the wing back so that the rear of the machine is exposed.
3. Raise the operating handle until the wing is in a vertical position.
4. Grind with an abrasive disk.
5. Use the tool horizontally for skidding heavy loads.
6. Short lengths are sliced from a rod of metal and hermetically sealed in copper tubing.
7. Accessory kits for the "Handyman Shop" range in price from $4 to $18.
8. Cut the studs to identical lengths.
9. Cover the mixture and simmer for two hours.
10. Use the manual choke as little as you can.

Suggested Test

In the blank preceding each work in Column I, write the number of the definition in Column II which best defines it.

Column I

________bisect

________indentical

________vertical

________exposed

________manual

________abrasive

________computation

________accessories

________hermetically

________horizontally

Column II

1. Non-essential but helpful articles
2. Grinding and polishing substance
3. Revealed
4. In an airtight manner
5. Divide into two parts
6. Straight upright
7. In a manner parallel to the horizon
8. By hand
9. Same
10. Calculation

V. NUMBERED PROCEDURES

Technical and mechanical subjects make far more frequent use of numbered procedure steps arranged in proper sequence than they do of regular paragraph arrangement. It is the natural tendency of anyone following directions at least to mentally break down procedures into sequential operations. Practice in arranging such paragraphs into step-by-step development is desirable. Likewise, one might jumble a short set of numbered directions and have the class rearrange them into proper order.

Suggested Study Paper

Rearrange the following paragraph into numbered steps.

Cleaning the brush from paint. After soaking in proper thinner, work the brush against the bottom of the container, to release paint. Squeeze bristles between thumb and forefinger to loosen paint in center of the brush. Or press with a wooden stick. Rinse again in thinner. If necessary, wash brush in mild soap suds, rinse in clear water. Press out water with a stick. Twirl brush carefully. Wrap in heavy paper, and include moth-repelling flakes. Store flat. Never let a brush stand on its bristles.

Suggested Test

The following steps in telephone dialing procedure are out of proper sequence. Write the numbers from 1 to 10 and arrange the letters of the steps in the order in which the steps should be performed.

a. Dial the remaining letter "E" and the numbers "3", "0", "3" and "2" in the same manner.
b. If the called telephone is busy, you will hear the busy signal. Hang up and call later.
c. Look up the number in the directory.
d. Raise your finger and without touching the dial let it return to its original position.
e. Lift the receiver and listen for the dial tone - a steady humming sound.
f. Be sure to leave the receiver off while dialing.
g. If you hear a wavering tone, you made a mistake in dialing. Hang up, check the number in the directory and begin dialing again.
h. Then, for example, if you are dialing DElaware 3032, place your finger in the opening where the letter "D" appears and turn the dial around until your finger strikes the stop.
i. Listen for the ringing sound indicating that the called phone is being rung.
j. If you have difficulty completing a call, dial Operator (Number "O") and she will assist you.

VI. DIRECTIONS IN SCIENCE

Directions for completion of science experiments and assignments call for close attention to wording, since important details are frequently phrased in brief but exact wording. Pupils should be taught to examine the wording of such directions carefully, so that the final result will not be incorrect through failure to grasp one or two words. Many science teachers will be willing to supply material suitable for this instruction.

Suggested Study Paper

Read the following directions and answer the questions below.

> Fill in a table titled "TRADE SHOP REVIEW". Make three lists in columns with headings: **TOOLS, MATERIALS, EQUIPMENT**, from last year's shop work. (Your last year's shop notes should help you.) Make the list as complete as possible. You may add items you learned about, even if you had no time to work on them.

1. What does the word table tell you about how the completed assignment should look?
2. How and where would the words "TRADE SHOP REVIEW" appear on the paper?
3. What two words tell you that this assignment is not done in sentences and paragraphs?
4. What word tells you that it would not be correct to write, for example, all the tools next to each other on the same line?
5. Write the heading for:
   Column I ______________________
   Column II ______________________
   Column III ______________________
6. What source of help is indicated in these directions?
7. What direction should warn you not to make the list too short?
8. List the items you would gather together before writing this assignment.
9. What decision must be made concerning each item before it is written on the paper?
10. What special permission is granted in the directions?

VII. KEY WORDS IN DIRECTIONS

The reading of directions requires closer scrutiny of the seemingly less important words than the usual cursory reading of less exacting material. Prepositions, connectives and modifiers loom large in this field. For example, in the sentence, "Bill spent three days in the country", the word three may be unimportant, but in the direction, "Draw three sketches showing the operation of an acetylene torch", the word three is very significant. Study papers similar to the following may help in focusing pupil attention on the importance of these words.

Suggested Study Paper

Read each of the following sets of directions and answer the questions following each.

1. From the 10 questions in Part II, answer seven questions including number 1.
    a. The total number of questions from Part II to be answered is.
    b. How many questions from Part II may be omitted?
    c. Which question must be answered?
    d. If the word including were changed to "in addition to", what change in the total would be brought about?
    e. Do the directions indicate that number 1 should be answered last?
2. Make a list of materials that are used in the shop and those used in an automobile.
    a. How many sections would be included in this list?
3. Sketch and explain an eclipse of the moon.
    a. Why should a neatly drawn and carefully labeled drawing alone be insufficient for full credit for this question?
4. Materials needed for science experiments: water drops on wax paper.
    a. Does "water" describe "drops" or does "drops" tell what "water" does?
    b. What would be the result of not reading beyond the word "wax"?
5. After each of the following words, describe what you would do in any questions or directions using the words.

analyze
cite
compare
contrast
criticize
define
describe
discuss
evaluate
illustrate
interpret
outline
sketch
summarize
tabulate

PROCEDURE 204 - READING FOR A REPORT

The development through the various levels of pupil attainment indicated under the heading, Reading for a Report, is aimed at the achievement of the student research paper designated for the fourth year. Many skills enter into the gathering and organizing of such material. In the first year the pupils are merely exposed to one phase of one of the required skills, namely, the selection of significant details from some reading matter. This skill must be re-emphasized and drilled throughout the four years, if this instruction is to perform the required function. The course outline calls for seeking out and evaluating the contributions of the leading authorities in the trade field on the second level. Since evaluation of technical material implies expert knowledge, this word should be considered relatively. For example, evaluation of a magazine article on new power tools might consist, in part, at least, in seeing how many of the new tools described actually apply to the part of the trade under consideration. Judgment as to whether the article may be used as a source of reference would be based upon the amount, quality and effectiveness of the applicable material.

I. GATHERING SOURCE MATERIAL

If purposeful reading is to be done in this phase of instruction, steps must be taken to make sure that material is available to the pupils. The following steps, with variations to suit individual situations may be used.

A. If more than one trade group is represented in a class, divide the class into separate groups or committees for this work.

B. Set aside blackboard panels, or, if this is not feasible, post labeled cards, for the listing of possible source materials for trade information. Since it is important that the pupil know the exact location of the particular reference, it may be well to indicate this. (If there appears to be a dearth of trade titles teacher may consult Industrial Arts Index, published by H. W. Wilson Co.)

Title	Author	Book or Mag.	Location
Sheet Metal Worker	-------------	Monthly Mag.	School library and classroom
Air Conditioning Metal Layout	J. J. Kaberlein	Book	School library, Shop instructor
Sheet Metal Pattern Drafting and Shop Problems	J. S. Daugherty	Book	Shop instructor
Sheet Metal Workers Journal	-------------	Monthly Mag.	Library and classroom

C. When sufficient quantities of references are available so that each pupil may have one in his possession during the class periods devoted to this work, a preliminary survey may be made by the pupil of the contents of his reference.

Suggested Study Paper

1. Magazine: Concerning the magazine which you are using, give the following information:

Name of magazine: ______________________________
For what trade? ______________________________
Published by? ______________________________
How often? ______________________________
Price? ______________________________

General description:

a. Approximate number of pages:
b. Size of pages:
c. Type of cover:
d. Approximate percentage of advertising:
e. Quality of attractiveness:

Contents listed in brief form:

____
____
____
____

Writers: (Many articles in trade publications are unsigned. This may mean that the editorial staff of the magazine has collaborated and credit for the article is not given to any individual. In the case of signed articles, frequently a footnote or prefatory statement describes the qualifications of the writer. Absence of these may mean that the name is so well known in the field that it requires no introduction or that he is a free-lance writer whose work is being accepted, at least temporarily, by the publication.)

Illustrations:

Kinds: ______________________________

Approximate amount of space used: ______________________________

Suitability: ______________________________

2. Books

Concerning the technical book which you are using, give the following information:

Title:

Author:
Author's qualifications (if they can be determined):

Publisher:

Date of Publication:
What does this date tell you about the timeliness of the material in this book?

Number of pages: __________

Illustrations:
Kinds:
Frequency of appearance:
Suitability:

Main divisions of content:

Is the book indexed?
Of what value is this?

II. USING SOURCE MATERIAL

It cannot be taken for granted that every young reader knows that not every book is intended to be read from cover to cover. Most early reading experiences have combined to produce the fixed idea that with every piece of printed material comes the implied obligation to progress from the first word on page one to the last word on the last page. Frequently, this fixation is so strong that a pupil will actually feel he has acted dishonestly in skipping and skimming through a book or an article. Many of the sighs and moans that greet the appearance of a thick volume are traceable to this misconception. A program of activities aimed at dissolving this obstacle to the search for information may be based upon definite instruction in the skills of skipping and skimming in the search for ideas.

A. The daily newspaper may serve as a device in this instruction:

1. The teacher attaches a page or two of the paper to a blackboard panel with masking tape.
2. A set of questions on the contents of the pages are prepared prior to the class period.
3. Pupils may be given the questions orally, one at a time, and brought to the board to point to the location of the proper article.

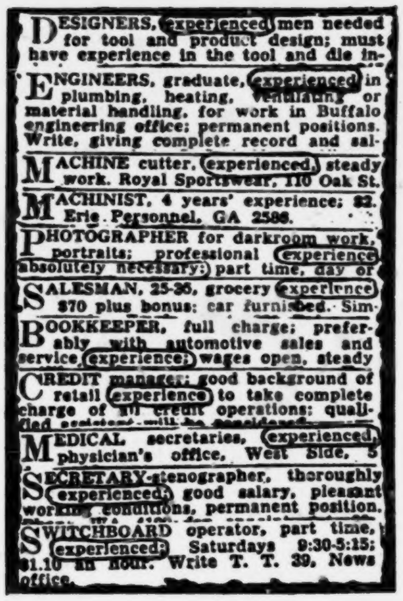
a. Find an article dealing with our national debt. (Pupil points to article headed:. U.S. GOES IN RED OVER 9 1/4 BILLION)

b. Find an article on Communists' casualties in Korea.
(Pupil points to article headed: LOSSES IN JUNE PUT AT 36,000)

c. Find an article on the pending bus strike.
(Pupil points to article headed: DELAY IN UNION VOTE ON NFT OFFER WINS PUBLIC REPRIEVE)

4. In the course of this activity, the teacher may point out the function of key words in leading the eye quickly to the place where the information is located.

5. The teacher may show how the rapid scanning of the headlines together with an occasional first sentence or paragraph can give a rather thorough summary of the newspaper contents.



DESIGNERS, experienced men needed for tool and product design; must have experience in the tool and die in-

ENGINEERS, graduate, experienced in plumbing, heating, ventilating or material handling, for work in Buffalo engineering office; permanent positions. Write, giving complete record and sal-

MACHINE cutter, experienced, steady work. Royal Sportswear, 110 Oak St.

MACHINIST, 4 years' experience; $2. Erie Personnel, GA 2588.

PHOTOGRAPHER for darkroom work, portraits; professional experience absolutely necessary; part time, day or

SALESMAN, 25-35, grocery experience $70 plus bonus; car furnished. Sim-

BOOKKEEPER, full charge; preferably with automotive sales and service experience; wages open, steady

CREDIT manager; good background of retail experience to take complete charge of all credit operations; quali-

MEDICAL secretaries, experienced, physician's office, West Side, 5

SECRETARY-stenographer, thoroughly experienced; good salary, pleasant working conditions, permanent position.

SWITCHBOARD operator, part time, experienced; Saturdays 9:30-5:15; $1.10 an hour. Write T. T. 39, News office.

Suggested Study Paper

Each pupil should have in his possession a complete copy of one of the daily newspapers and a colored pencil. Different groups of students can be assigned various topics such as the following: science, law, politics, government, accidental death, injuries, war, famous men and women, history, education, destruction, entertainment, business, art.

Directions to pupils:

1. Skim rapidly through your copy of the paper, drawing a colored line around all articles which appear to have some obvious connection with your topic.

2. Select at least ten of these articles for clipping and mounting on sheets of note book paper. Next to each article, briefly indicate in your notebook the connection between this article and your topic.
Example: **PROCESS MAKES CLOTH FLAMEPROOF**
Note: Science offers a new safety device

3. On approximately one page of your notebook paper explain the important part your topic plays in the daily life of the world today.

B. As a further aid in the development of skill in rapid skimming for information, magazine material may be used for student practice. A model may be prepared by the teacher. Clip a page of a magazine article and attach it to a board panel. Underline the key word or words which give clues to the meaning. Next to each paragraph phrase a brief note indicating its contents. For example next to a Collier's article on General Arthur Gruenther might be placed the following notes:

Notes	Underlined key words
1. Distinquished record	He was
2. Personal appearance	Friendly manner
3. Comparison with Ridgway	Like Ridgway
4. His handicaps	Certain handicaps
5. His problems	Major problems
6. French attitude	France
7. His responsibilities	If not ratified
8. Military estimates	Original estimate

C. Pupils can be helped to avoid wasting time reading unnecessary material if they are warned to concentrate on what they are looking for while perusing technical writing. That which does not apply may be quickly rejected by the eye by consciously speeding up the decision as to whether it is pertinent or not. For example, if a pupil is seeking information on the equipment used in automotive servicing, not everything which may appear in an article entitled "So You Want to Start Your Own Car Servicing Business" should be read. The eye, skimming rapidly through the article should not pause on detailed instructions in bookkeeping, customer relations, advertising, location, etc. If the purpose of reading the article is kept in mind, the eye will be caught by the words, dynamometer tester, wheel aligner, lubrication rack, paint sprayer, etc. Study papers similar to the one below may be used to make pupils aware of this practice.

Suggested Study Paper

Assume you are reading the following selection to find the effect of welding over a weld. Draw a pencil line through all the sentences except the one which applies to your specific subject:

> Welds should not be filed to present a smooth appearing job, since such treatment deprives the weld of part of its strength. Welds must not be filled with solder, brazing metal, or any other filler. When it is necessary to reweld a joint that was previously welded, all old material must be thoroughly removed before the new welding job may be accomplished. Never weld over a weld if it can be avoided, because continual heating in the welding process causes the material to lose its strength and to become brittle. All these are practices to be guarded against constantly.

PROCEDURE 205 - THE SHORT STORY

On the first level, the pupil has experienced the short story as a literary type separate and distinct from other narrative forms. He has noted some of its characteristics, such as its fictional nature, paucity of characters, unity of time and place, and singleness of impression. Now that it is to him a recognizable form, he may be ready to investigate the parts of the short story writer's craft which have produced the pleasurable effects of the well-told tale. By now, too, certain names in the short story writing field may have registered in his mind. Perhaps he has come to associate eeriness with Poe, or humor with Mark Twain, or contemporary interest with Irwin Shaw. If he has enjoyed these effects, he may be willing to seek out the way in which they are produced. The procedures indicated in this section have purposely avoided the use of long writing assignments in connection with pleasure reading, lest a distaste for reading grow out of a dislike for writing. Although some writing is advised in connection with many of the following procedures, it is intended to provide a core for oral discussion. Much can be gained from the conversational exchange of ideas and judgment of literature. The same pupil who may balk at the old fashioned book report may be willing to assemble some notes for a panel discussion on a particular story or type of story. (See also procedures for the first year which may be adapted for use in the second year.)

I. USE OF TITLES

The class's interest in short stories may be captured through attracting their attention to the function of stories' titles. Many readers, seeking diversion, begin reading a particular story because of what the title leads them to expect of the story.

A. A list of interesting titles may be arranged on the board for class inspection. Pupils may be asked to think about what they would expect to find in a story bearing one of the titles. The variety or similarity of reactions may lead the class to find out for themselves what the story has to offer. For example, Rope is the title of a short story by Katherine Anne Porter. Pupils may volunteer such possibilities as "Someone hangs himself," or "A magician uses a rope trick," or "I think it's a story about the rescue of a mountain climber with a rope," etc. Perhaps one pupil will volunteer to read the story and report to the class orally on the significance of the title.

B. A similar device is to have pupils offer oral explanations of why the author has selected a particular title for his story. Even the question of alternative titles may be explored and serve as a subject of class discussion.

Suggested Study Paper

Using a short story which you have read, write a paragraph explaining the connection between the title and the development of the story. Mention the title and author of the story used.

II. USE OF OPENING SENTENCES

The short story writer, adhering to the advice of Edgar Allan Poe, depends strongly on his opening sentence to accomplish his desired effect. Pupils may enjoy seeing how various writers attempt to follow this principle.

A. Some examples of good opening sentences may be written on the board or duplicated for pupil examination. Pupils may be asked to consider what the effect of the sentence is and how much it contributes to their desire to complete the reading of the story. For example, the opening sentence of Poe's The Pit and the Pendulum is: "I was sick - sick unto death with that long agony; and when they at length unbound me, and I was permitted to sit, I felt that my senses were leaving me." The effect here is that of the agony of torture. Pupils may find that their curiosity has been aroused concerning the reason, nature, and possible outcome of this situation.

B. Another device may consist in having pupils express themselves orally on how closely the story lived up to the effect produced by the opening sentence. For example, pupils may wish to discuss whether the writer of the Pit and the Pendulum is required to make perfectly clear the reason for the character's imprisonment and torture.

Suggested Study Paper

The following are opening sentences from recognized short stories. After each write a sentence expressing what you think the story is about: (Material in parentheses may be omitted.)

1. The thousand injuries of Fortunato I had borne as best I could, but when he ventured upon insult, I vowed revenge. (The Cask of Amontillado by Poe)

2. In compliance with the request of a friend of mine, who wrote me from the East, I called on good-natured, garrulous old Simon Wheeler, and inquired after my friend's friend, Leonidas W. Smiley, as requested to do, and I hereunto append the result. (The Notorious Jumping Frog of Calaveras County by Twain)

3. The door of Henry's lunchroom opened and two men came in. (The Killers by Hemingway)

4. She was one of those pretty and charming girls born, as though fate had blundered over her, into a family of artisans. (The Necklace by Maupassant)

5. There was commotion in Roaring Camp. (The Luck of Roaring Camp by Harte)

6. For the most wild and yet most homely narrative which I am about to pen, I neither expect nor solicit belief. (The Black Cat by Poe)

7. On the third day after they moved to the country he came walking back from the village carrying a basket of groceries and a twenty-four-yard coil of rope. (The Rope by Katherine Porter)
8. Eddie Barnes looked at the huge Adirondack hills, browning in the strong summer afternoon sun. (Strawberry Ice Cream Soda by Irwin Shaw)
9. Steve Miller was aware of the little knot of people on the flagstone fronting the low grandstand. (The Four-Minute Mile by Alec Rackowe)
10. East is East, and West is San Francisco, according to Californians. (A Municipal Report by O. Henry)

III. USE OF SURPRISE ENDING

Pupils will notice that many short stories derive their effectiveness from the surprise ending. Frequently they will identify their preference in this field from stories which use this technique. O. Henry's Gift of the Magi may be used as an example of how a master used this method to shock a reader with an unusual solution to a problem.

A. Let those pupils who are interested in stories of this nature form a committee for seeking out tales which use this device. They can arrange to narrate the stories to a point just short of the surprise ending and let the class guess at possible solutions.

B. Perhaps pupils can be led through their understanding of the surprise ending as a device to appreciate the fact that good stories need not depend exclusively on this technique for their effectiveness. When pupils peruse stories and express disappointment in the ending, they may be encouraged to search for compensating features. Likewise, they may be led to tell why they found the ending unsatisfactory.

Suggested Study Paper

From the short stories you have read, select those which have a surprise ending and, in the table below, fill in the information indicated, as shown in the example.

TITLE AND AUTHOR	SITUATION	SURPRISE ENDING
Gift of the Magi	A husband and wife decide to sacrifice their most treasured possessions, namely, her hair and his watch, to provide a gift for each other.	The gift turns out to be, in one case, a set of combs for the once beautiful hair, and a fob chain for the once valued watch.

IV. HUMAN INTEREST PROBLEMS

The human beings who come to life in the pages of short stories are faced with many decisions similar to those which ordinary man meets in the course of his life. For example, many parents have been faced with the problem which confronted Zona Gale's Bill: Can a widowed father or mother successfully keep up the family unit? Misunderstandings among brothers and sisters similar to that which Irwin Shaw describes in Strawberry Ice Cream Soda are common in many families. Pupils can be led to understand that recognizing these problems as similar to their own or to some that they know about can be a source of satisfaction.

A. Ask pupils to seek out problems of this nature in the stories they are reading and prepare to explain them to the class for general discussion.

1. Points for class discussion:
   How common is the problem?
   What are the possible solutions?
   Is the author's solution a good one?

B. Have pupils search the newspapers for human interest stories which involve problems which might appear as a part of a short story. For example, suppose a pupil found a newspaper human interest story detailing the pathetic circumstances which had led a despondent girl to attempt suicide. This problem could be related to that of the principal character in O. Henry's The Third Ingredient or to Dorothy C. Fisher's Flint and Fire. More imaginative pupils may like to try building a story about the human interest article or, conversely, pupils may write a human interest article based on the short story.

Suggested Study Paper

From the short stories you have read, make a list of "true to life" problems confronting the characters and in a sentence for each explain why they are true to life. (Example: In Prelude by Albert Halper, Henry Silverstein and his father are molested by street hoodlums because they are Jews. Members of certain minority groups are sometimes mistreated by ignorant persons.)

V. IDEA GERMS

Some writers use little "idea twists" around which to build their stories. These are often referred to as "gimmicks". They may be described as the ideas an author gets before he thinks of his characters or plots. O. Henry's Ransom of Red Chief is based on one of these. Think of a child so mischievous that his kidnappers are willing to pay to get rid of him. With this exaggeration in mind, it is necessary only to supply the situation, characters and incidents. In explaining this device to pupils, the teacher can point out that many of the writers of stories for the cheap pulp magazines lean too heavily upon it. In the hands of the clever writer, it becomes a source of pleasure to the reader.

A. Have pupils find examples of these trick ideas in the stories they read.

B. Lists of the devices can be written on the board in this manner:

1. A rare wine is used to trap an enemy. (Cask of Amontillado by Poe)
2. A man who has tried unsuccessfully to be arrested, is apprehended when he changes his mind. (The Cop and the Anthem by O. Henry)
3. A teacher changes the mind of a crude farmer who has come to kill him. (Split Cherry Tree by Jesse Stuart)

The teacher can assist in phrasing these devices so that the curiosity of the rest of the class may be aroused as to how the story develops.

Suggested Study Paper

From the stories you have read, select those which reveal the use of an unusual "idea germ". Fill in the following table with the information indicated.

TITLE AND AUTHOR	DEVICE

VI. LANGUAGE

Through the flexibility of language, the short story writer captures and holds the interest of his reader. Two phases of this skill which pupils may enjoy recognizing as contributors to their enjoyment are dialect and specialized vocabulary. O. Henry once explained that whenever a story appeared too tragic, he would spice it with dialect. Specialized vocabularies grow out of the settings of the stories. If a writer is dealing with a story about the life in the U. S. Marine Corps, the characters must talk like Marines or the story will not "ring true".

A. Pupils may find it interesting to examine some of the dialects which appear in stories and identify them by name. As the dialects are listed, some of the examples of their use may be gathered. For example, under Southern dialect might appear such expressions as: Ah for I, mistuh for mister, fo for for.

B. Dialect in stories may be used as a corrective device in teaching usage. A list of faulty usage from a story may be gathered for class correction.

C. Pupils may want to discuss the general implications of dialect. They may be led, for example, to discuss when dialect ceases to be a source of pleasure and begins to be an element of ridicule. Perhaps the poems of Thomas Augustine Daly might be brought to the attention of the class in connection with this project.

D. Readers who are attracted by a particular story sometimes obtain satisfaction from recognition of specialized vocabularies in the stories they are reading. When these words peculiar to the type of story are unfamiliar, they often act as a challenge or inspiration to learn more about the subject. These words may be shared in class discussion and placed in their proper categories by special committees. For example, in a story about truck drivers these words may appear: rig, bobtail, semi, cab-over, boosters, dolly, chain driver, pick-up, diesel job, mixer, tanker, combo, etc. Certain pupils may be willing to seek out the meaning of one or more of these expressions. Similar activities may be built around teen-age jargon, slang, foreign expressions, etc.

Suggested Study Paper

1. Select from the short stories you have read those in which you have noticed dialect. Complete the following chart by giving the information under the indicated headings.

TITLE AND AUTHOR	KIND OF DIALECT	EXAMPLES

2. Select from the short stories you have read those in which you have noticed specialized vocabulary. Complete the following chart by giving the information under the indicated headings.

TITLE AND AUTHOR	SPECIALIZED WORDS	MEANING
Example Without Words by Elliott Merrick	bannock bread	A cake-like bread made of oatmeal or barley baked on a griddle

SUMMARY

If the activities which have been detailed in this procedure sheet have accomplished their purpose, the pupil who has engaged in them should now be able to talk about his preferences in short stories with some degree of confidence and accuracy. A story should no longer be only a "good" story, but should be an "enjoyable" narrative because "................". He should be able to speak intelligently of the title, beginning sentence, surprise ending, trick devices, language, etc. The teacher may choose to test how well this objective has been accomplished by oral or written means. The test may be as simple in construction as the following: Discuss your favorite short story, touching upon the following points: (a) title, (b) effect of story opening, (c) unusual ideas, (d) effective use of language and (e) comparison with one or more other stories.

PROCEDURE 206 - THE NOVEL

From the experiences on the first level, pupils have fixed in their minds certain identifying characteristics of the novel as a literary form. They have come to recognize it as a longer fictional form than the short story. They have gained an impression of the unlimited number of characters, the frequent changes of scene and time, and the complicated plots. On the second level, the course aims to examine more closely the techniques of the novelist and the characteristics of the novel which combine to provide the readers with a never ending source of pleasure. Pupils may come to see that though the novelist enjoys far more freedom within the structure of his medium than does the short story writer, he has the problem of holding interest over a greater number of pages and thereby runs the greater risk of losing his reader. The main sources of novel reading pleasure lie in whatever causes a reader to say, "I couldn't put the book down. I had to finish it." Book reviewers frequently base their acceptance or rejection of a long narrative upon this criterion alone. The following activities are aimed at providing the pupils with the opportunity to identify the well springs of pleasure in their novel reading.

The teacher is advised to consult not only the activities described in procedure 108 in book II, but also the material in the preceding section on short stories in this manual for possible adaptation.

I. FIELDS OF INTEREST

Since novel-reading tastes are quite frequently based upon topical interest, the teacher may find it helpful as a means of stimulating interest in selection to present the pupils with a breakdown of some of the interest fields in which novelists have produced worthwhile books. The following list may serve as a basis for class discussion and selection.

Adventure in America
Novels of chivalry
Sea stories
Pioneers and early settlers
Rural United States
The Mid-West
The Civil War and the South
War novels
Novels about the rise of industry
Mystery stories
Life in foreign lands
Aviation novels
Science fiction
Teen-age problems
Novels about foreign-born Americans
Novels based on careers
Animal stories
School life
Local area stories

After discussion, pupils may arrange their lists in order of preference. Pupils who tend to narrow their selections to one or two fields may be stimulated to read in other categories through the interchange of ideas in class discussion.

II. BASES FOR SELECTING NOVELS

The mental processes of the average reader which go into selecting a novel may form an interesting basis for class discussion. If pupils can be led to examine the validity of some of the reasons they accept or reject a book, perhaps they can be given positive aid in making wise selections. All of the following have varying degrees of influence on book selection: size, cover, jacket, illustrations, typography, appearance of content (e.g. amount of dialogue or description), title, interest field, reputation of author, publisher's blurbs, vocabulary, reviewer's opinions, circulation.

In an average class, discussion of each of these points will reveal many misconceptions which the teacher may find it profitable to dispel. The pupil whose eyes light up at the sight of a slender volume is often disillusioned when he finds the content beyond his ability to comprehend.

The following true-false quiz may serve as a core for discussion.

1. A small book is always easier to read than a large one.
2. Many fine works of literature appear in inexpensive paper cover editions.
3. Book jackets are always dependable guides to the true nature of the books on which they appear.
4. Illustrations such as pictures, sketches, etc., add nothing to our enjoyment and understanding of a novel.
5. A reader may rightly choose one book in place of a similar one on the basis of the size of type and spacing on the page.
6. A novel containing a large proportion of dialogue is always more interesting than one containing little dialogue.
7. Book reviewers' opinions are seldom of any help to the average reader.
8. Presence of a book on "Best Seller" lists guarantees that it will be interesting to any reader.
9. Publisher's blurbs should always be taken to mean what they say.
10. Liking one book by an author is a proper reason for wanting to read another by the same author.
11. The fact that the reader liked some sea stories is a good reason for choosing others in that field.
12. The use of a strange and difficult word in the title of a novel should provide a sound reason for not reading the book.
13. If a glance at several pages of a novel reveals a large number of strange and difficult words or long and complicated explanations, this is an indication that the novel may be too difficult to read.
14. The recommendation of an acquaintance who has similar reading tastes is a sound basis for novel selection.
15. It is impossible to form an opinion about a novel until you have read the complete book.

III. CONFLICT

On this level pupils may be able to realize that all novels are based on some form of conflict. They may enjoy finding and identifying these conflicts from their own reading. Board panels and duplicated sheets may be used to explain the various types of conflicts and to provide a device for the pupil to analyze the nature of the conflict in their own reading. Typical conflicts: family vs. family, family member vs. family member, nation vs. nation, area vs. area, social group vs. social group, law vs. criminals, leaders vs. followers, man vs. elements. Pupil analysis may be made in the following manner:

Suggested Study Paper

Concerning a novel which you have read, give the following information:

1. Title and author ________________
2. Nature of conflict ________________
3. Position of author (Which side is he on, if any?) ________________
4. Solution of conflict ________________

IV. NOVEL AS A SOURCE OF INFORMATION

One of the great pleasures of novel reading which young people can be led to appreciate is the tremendous fund of information which the novelist passes on in the course of his narrative. In a sense, the novelist must become an expert in the field in which he is writing. The historical novelist is sometimes recognized as a competent historian. His readers receive the pleasure not only of a stimulating plot but also of instruction from one who had done specialized research. Not every historical novelist is a good historian, but much can be learned if allowance is made for this fact. Pupils may find satisfaction in accumulating useful and interesting information under various categories from their novel reading. This lends itself both to committee work and individual application.

Suggested Study Paper

From the novel you have read, jot down whatever useful, interesting practical information you have learned under one or more of the following headings:

A. History ________________

B. Science ________________

C. Occupations ________________

D. Life in other lands ________________

V. SUSPENSE

Perhaps the most effective device of a novelist which appeals to readers on this level is that of suspense. In the solution of any plot, some degree of suspense is inevitably involved. The skillful use of suspense is usually easily recognized by young readers. For example, a novel like Nevil Shute's Pastoral, dealing with bombing missions over enemy territory, builds up a feeling of worry over the safe return of the ship and crew. This suspense is based upon the idea of escape from danger. Other sources of suspense lie in the solution of mysteries, in the success or failure of an enterprise and in the outcome of conflicts.

Suggested Study Paper

From the novel you are reading, select the instances of suspense which gave you the most pleasure and insert them on the form below.

TITLE AND AUTHOR	SUSPENSE SITUATION	TYPE OF SUSPENSE	OUTCOME OF SITUATION
Example: Pastoral by Nevil Shute	Bomber crew whose morale has been affected, is faced with difficult bombing mission	Danger	Narrow escape involving crash landing and some casualties.

VI. SERIES APPEAL

Novelists and publishers have long capitalized on the appeal of sequels and series novels. This is based on the idea that readers frequently like a character or a group of characters so well that they want to read more about them. This same appeal may be used in the classroom by acquainting pupils with some of the more popular sequel and series characters. For example, a pupil who is intrigued by the fascinating character of Rupert of Hentzau in The Prisoner of Zenda, may want to read the sequel which used his name as the title. Interest in the adventures of The Scarlet Pimpernel may well carry over into another volume in this long series. The field of mystery and detective fiction has many skilled detectives performing through successful volumes. Pupils who have read more than one book in such series may be willing to give oral reports on the principal character. Sherlock Holmes could be the subject of a panel discussion. Other series suggestions: Cooper's Leatherstocking Tales, C. Forester's Hornblower series, Twain's Huckleberry Finn and Tom Sawyer, John Buchan's Adventures of Richard Hanny, Tarkington's Penrod and Penrod and Sam, Louisa Alcott's March family series.

VII. READING BOOK REVIEWS

If the critics are to be accepted as guides to good reading, some attempt must be made to familiarize pupils with the language of reviewers. Sometimes the level of criticism is so difficult that it precludes use on the sophomore level. However, certain meaningful phrases are part of the usual language of book reviewers and describe quite aptly reactions which the young reader may have. The use of book reviews from newspapers and magazines in the class room provides an opportunity for pupils and teacher to discuss the meaning of certain critical evaluations. Certain statements from book reviews may be duplicated or placed on the board for student interpretation.

Suggested Study Paper

What characteristic of a novel is the critic describing in these words?

1. The author keeps his hero, his prose and his novel cannonballing along a night express on a clear track.
2. The story of Marco Polo told not by a historian but by an Irishman - in poetic prose.
3. An inspiring heart-warming story about an ambitious wheat farmer.
4. Here's a tough, realistic account about British agents in Germany.
5. An amusing, heart-warming, sometimes satirical story.
6. A modern classic.
7. It may entertain those who do not care whether they read about human beings or mechanical puppets.
8. Whole pages are filled with nothing but dialogue; we never get inside a character's mind.
9. How Peter outwits the villians is so obscured by legal and logistic complexities that the reader never gets a chance to work up interest in the story.
10. Fictionalized history at its best, absorbing from start to finish... a most alluring and rewarding book.
11. Otherwise, the story develops logically and dance enthusiasts will enjoy the exposition and the problem, excitements and the hard work of a ballerina in Hollywood.
12. He keeps his plot keen and decisive as he fuses life and history.

PROCEDURE 207 - THE BIOGRAPHY

Biography was introduced to the first-year pupils for the purpose of acquainting them with its form and identifying characteristics. They learned to recognize it as non-fiction and as a concentrated composition on one person's life. On the second level, pupils may be brought to a more complete enjoyment of biography by examining the specialized technique of this form. While the pleasure in fiction stems principally from the well-told tale, the pleasures of biography find their strongest source in the ability of the writer to turn names into flesh and blood people. The devices which are detailed below are aimed at cultivating the pupils' appreciation of this ability and a desire to use this medium to increase their acquaintance with celebrities of past and present.

I. BIOGRAPHY VS. AUTOBIOGRAPHY

Pupils are sometimes puzzled by the term autobiography and question its place in the field of biography. Once the difference is identified simply as a variation on a point of view of the author, a class may enjoy comparing the advantages of one method with the other. The following points may serve as a basis for comparison:

A. Source of material
B. Objectivity of presentation
C. Modesty
D. Presentation of reasons for the subject's actions
E. Intimate details

Suggested Study Paper

In the parentheses preceding each of the following statements, write the letter "A" if the statement applies most closely to an autobiography, and the letter "B" if it applies most closely to a biography.

( ) 1. The book provides detailed descriptions of intimate private conversations.

( ) 2. The writer questions the subject's given motives for making a certain decision.

( ) 3. The writer compiled his account exclusively on the basis of written documents.

( ) 4. An obviously great accomplishment is passed over with very little credit given to the subject for reasons of modesty.

( ) 5. The subject appears with more numerous faults than he personally admitted having.

II. HUMAN TOUCHES

Pupils are frequently reluctant to read biographies because they are thinking of them as mere chronicles of vital statistics. They feel that there is little pleasure to be gained from the knowledge of a date of birth, a list of accomplishments, and the date of death. To remove this misconception concerning the life-like qualities of biography, the elements in the character of the subject which make him as familiar a person as many of those with whom we live and work in our daily life may be examined. Members of a class may share with one another the life-like touches which biographers use in their writing. For example, something more than the rise to success of Walter Chrysler is found in the many little touches of human feeling which occur in his Life of an American Workman. The picture of a great American industrialist who began life in a locomotive factory many years later lying in the luxury of his palatial residence and noticing that the valves of a distant locomotive chugging through the countryside had been improperly set is more than the story of the rise from overalls to riches.

Suggested Study Paper

Concerning the biography which you are reading, list the following information:

1. Title and author ______________________________
2. Life-like touches ______________________________
   a. ______________________________
   b. ______________________________
   etc. ______________________________

III. INTEREST CATEGORIES

Pupils are sometimes attracted to a biography by the field of the subject more than by his name. This suggests a topical interest list to attract attention. An interest in automobile manufacturing may be used to interest pupils in reading one of the biographies of Henry Ford or Walter Chrysler. Lists of various fields in which biographies have been written may be placed on the board or duplicated for pupil use.

actors
adventurers
agriculturists
architects
artists
astronomers
authors
aviators
circus people
engineers
explorers
financiers
garment workers
hunters
inventors
journalists
lawyers
librarians
playwrights
policemen
politicians
publishers
pioneers
reporters
restaurant keepers
sailors
saints

cartoonists
cattle ranchers
cosmeticians
cowboys
dancers
dog fanciers
editors
magicians
manufacturers
meat packers
musicians
missionaries
nurses
orchestra leaders
physicians
scientists
sculptors
social workers
soldiers
street car conductors
statesmen
teachers

Suggested Study Paper

After selecting the biographical field in which you have chosen to read, give the information indicated by each of the items below:

1. Field chosen
2. Prominent names in the field
3. Biographies available
4. Your selection
5. Reason for choice

Suggested Study Paper

IV. RADIO AND TELEVISION CORRELATION

There are definite correlation possibilities between many radio and television programs. Some of these, such as "Cavalcade of America", provide an opportunity to interest pupils in great Americans who had contributed to our heritage. Other programs of the novelty type dealing with living people provide means of adapting their devices to the classroom. Adaptations of such programs as "The Name's the Same", "This is Your Life", and "What's My Line" can be used as classroom games to stimulate interest in biography.

WHAT'S MY LINE?
NBC

Suggested Study Assignment

Assume that you have been assigned the job of selecting the incidents from the biography you are reading which could be presented on a half-hour television or radio program. Describe briefly the incidents you would choose.

V. INCOMPLETENESS OF BIOGRAPHIES

In order to bring the class to the realization that the pleasures of reading biography are not confined to the reading of full-length, complete lives, it should be pointed out that many biographies add to their pleasurable elements by skipping the duller and less important parts of subjects' lives to dwell more intensely on the significant parts of their lives. For example, the recently published *33 Hours to Paris* by Charles Lindbergh deals only with the full story of his famous flight. In a sense, almost every biography is incomplete for one of the following reasons: (a) subject is still living, (b) complete data not available, (c) full significance of subject's work not yet clear, (d) conflict in views of biographers not yet resolved, (e) biographer's intentions to concentrate on one part. Students may be able to trace much of the effectiveness of the biographies they are reading to their form based upon one or more of these limitations.

Suggested Study Paper

Give the following information concerning the biography you have read.

1. Title and author
2. What part of the subject's life is treated by the writer?
3. What part or parts are omitted?
4. Give the reason for the omissions.

VI. BACKGROUNDS

Much of the pleasure of biography reading is traceable to the glimpses of the life and times in which the subject lived. Background information is frequently supplied in interesting form by the biographer. For example, the reader of Kellock's *Life of Houdini* obtains a large amount of interesting information about how magicians get their start, the workings of the theatrical world, the exposure of fakery, the functioning of publicity, and many other pieces of pertinent information. Knowledge of customs, manners, dress, trends, careers and the like increases with the reading of each biography.

Suggested Study Paper

Give the following information concerning the biography you are reading:

1. Title and author

2. List interesting and useful pieces of information which you have gained from reading the biography of your choice.

PROCEDURE 208 - POETRY

On the first level, the pupil was offered various samplings of the poetic form as a source of enjoyment. He has come to recognize poetry as distinct from prose. He knows that its language is imaginative and pleasing to the ear. Now, on the second level, perhaps his interest can be brought into sharper focus by concentrating upon the functions of poetry in various forms. The poetic narrative is always a good beginning point in the scheme of building appreciation. The activities of this section have been grouped around cores of interest topics. The plan here is to lead the pupil to the appreciation of, for example, rhyme in poetry by giving him the best examples of the use of that device, rather than by giving him a series of poems whose strong point may or may not be rhyme and having him set forth the rhyme scheme.

I. POETRY AND HISTORY

The poet and historian have traversed parallel paths in commemorating and celebrating the events of history. Pupils may be made aware of this by reading many of the countless enjoyable poems with historical significance. The story of the Minute Men immortalized by Longfellow in his Paul Revere's Ride can exist side by side with the glorious heroism of Macaulay's Horatius, though separated in time. The source of pleasure which lies in these historical associations can be accentuated by planned student activities.

A. Student committees may be formed around the following divisions of history:

1. Events of ancient history
2. Events of modern European history
3. Events of English history
4. Events of early American history
5. Events of recent American history

These committees may be assigned the project of gathering poems within each division. Each poem collected by the committee should be read and the following information supplied:

1. Title of poem
2. Poet's name
3. Historical event
4. Number of lines or stanzas
5. Memorable lines
6. One sentence summaries

B. In place of the committee activity suggested in "A", the following individual study paper technique may be used.

Suggested Study Paper

TITLE AND POET	HISTORICAL EVENT	BRIEF DESCRIPTION OF POEM
Example: Concord Hymn by Ralph W. Emerson	Battle of Concord in American Revolution	Poet honors memory of American patriots who died in the battle

II. RHYME

Probably the earliest memory of poetry in the minds of most students is that of the nursery rhymes of childhood. They listened to and repeated these wonderful sounds without regard to their meaning. This appeal is still basic and valid. The commercials of radio and television are designed to attract attention to a product by this medium. The product in this device is poetry. Selection of certain poems in which the power of rhyme is very obvious may be read to draw pupils' attention to its effectiveness. For example, the sound "ee" may be placed on the board. The class may be asked to consider to what extent the repetition of this sound could be a source of pleasure. It can then be pointed out that Edgar Allan Poe repeated this sound 21 times in the six stanzas of Annabel Lee. This may provide a readiness to hear the poem read aloud. (Here is a good place to show that not all poems make use of rhyme.)

Suggested Assignment

Find three poems which, when read aloud, will demonstrate a very effective use of rhyme. Bring these to class for oral reading.

III. RHYTHM

The element of rhythm in poetry is more obvious in some poems than in others. Pupils can best understand the nature of this appeal by reading and hearing read poems in which this is the predominant characteristic. Vachel Lindsay's Congo which is available in recordings can be used effectively in this regard. After several examples have been read in class, a teacher explanation of the system of scansion which produced these effects may not be amiss, but concentration upon this as an end in itself may lead to a distance for poetry through its complications. However, if interest in this phase warrants it, pupils may enjoy observing the required pattern of a limerick and compose last lines as is sometimes required in commercially sponsored contests.

Suggested Assignment

Select three poems from your reading which you consider that the class might enjoy hearing because of their unusual rhythmic qualities. Bring these to class for oral presentation.

IV. EMOTIONAL THEME

One of the great pleasures in reading poetry is the recognition of a feeling which the reader has experienced and now is able to share with someone who has found a beautiful way to express it. All poetry, to some degree, expresses such feeling, but 10th grade pupils may find it easier to know and enjoy this fact if they read poems whose predominant themes contain these emotions. Such feelings as love, fear, admiration, pity, despair, happiness, sadness, contentment and dissatisfaction have been treated individually by many poets. From the anthologies available, the teacher may construct a list of poems, each of which has for its underlying theme one of the above emotions. These poems may be read and pupils asked to recognize the emotion. A suitable list may include:

O When I was in Love With You - A. E. Housman
The Snare - James Stephens
Columbus - Joaquin Miller
The Last Leaf - Oliver W. Holmes
Stanzas Written in Dejection Near Naples - P. B. Shelley
Stopping by Woods on a Snowy Evening - Robert Frost
Annabel Lee - Edgar Allan Poe
Song from "Pippa Passes" - Robert Browning
The World Is Too Much With Us - William Wadsworth

V. WAR POETRY

During these times when teen-aged boys are almost all looking forward to military service, and reports of distant battlefields are filling newspapers, the subject of war is seldom remote from the minds of young people. They may find it interesting to learn that the mixed feelings with which various individuals consider the modern conflicts have been voiced by the poets throughout the history of literature. There are those who have reveled in its glories, those who have deplored its necessity, those who have painted its horrors, those who have honored its dead, those who have celebrated its victories and explained its losses. With war as a central theme, pupils may operate individually or as committees to collect for class presentation poems in the following categories:

A. Poems glorifying war
B. Poems questioning its necessity
C. Poems celebrating victory
D. Poems showing the sadness and horrors of war
E. Poems explaining defeats
F. Poems honoring war dead

Suggested Study Paper

Read at least ten poems dealing with the idea of war. Fill in the information indicated on the form below concerning each poem read.

1. Title ____________________
2. Name of poet ____________________
3. Opinion of poet concerning war ____________________
____

VI. FAVORITE POETS

Pupils may be brought to realize that the attraction of poetry usually leads not only to favorite poems but also to favorite poets. On this level, pupils may be too young to appraise the qualities which have brought certain poets into popularity and renown, but they can be led to identify certain characteristics which have contributed to the fame of these writers. They may attain enough familiarity with certain of the more obvious characteristics to recognize a poet's work without seeing his name. Such ideas of association as nonsense poetry and Ogden Nash, sea poetry and John Masefield, Italian dialect and T. A. Daly, rhythmic humor and Robert Service. The idea of Poet Laureate may serve as a basis for examination of the poets who have held that title. Committees and group activities may be built around the following divisions:

A. Poetic monologues of Browning

B. Nonsense poetry of Nash

C. Dialect poems of Daly

D. Narrative humor by Service

E. Sea poems of Masefield

F. Rhythmic pattern of Lindsay

G. British colonial poetry of Kipling

H. The poetry of industrial America of Sandburg

I. The sentimental touches of Eugene Field

Suggested Study Paper

For each of the poems by the author you have chosen to read, show that you recognize some common characteristic running through all of them.

VII. CORE IDEAS

In addition to the devices described above, there are many other core ideas which may be used to draw interest to reading extensively in poetry. Some of these are: nature, advice, modern life, national poetry (including translations), character studies, ballads, etc.

VIII. POETRY IN PERIODICALS

Much of the poetry in modern periodicals is of a high quality. Pupils may enjoy clipping examples of this and making poetry scrapbooks which they can organize according to various plans and provide covers and table of contents, etc.

PROCEDURE 209 - THE ESSAY

The samplings of the essay experienced by 9th grade pupils can be turned, in the 10th year, in the direction of the examination of the appealing features of essay writing. Since they have come to recognize this non-fictional form together with its frequent occurrence in contemporary periodicals, they may find pleasure in activities designed to agree with their interests and tastes. The activities indicated for the first level of this course may be elaborated and expanded for use in the second year, especially for those whose interest has yet to be aroused.

I. GUIDE TO SELECTIONS

In spite of the fact that the pupil attitude, which regards the thoughts of the writers of yesteryear bound within worn covers as antiquated and dull, has no actual validity, it may be well to take this fact into account in preparing selections for reading in this field. The formal essay may not yet be acceptable to many; the three types which most readily appeal to young readers at this stage are the following:

A. FAMILIAR ESSAY

The writer of this type may be presented in much of the same way as we might present a chatty conversationalist. Here is a man who likes to talk about a man lying in bed. Here is another who doesn't like cats, and still another who wants to entertain you with the difficulty he had hanging a picture. Subjects presented in this manner tend to attract more interest in the mind of the uninitiated reader than do authors and titles.

Suggested Study Paper

Complete the following with the information indicated concerning each familiar essay you have read.

I have enjoyed discussing ______________________ with
(Subject of essay)

______________________ in his essay ______________________
(Author's Name) (Title of essay)

____
(A brief statement of your own on the same subject)

B. INFORMATIVE ESSAY

The appeal of this type to readers in general has long been recognized by publishers both of periodicals and books. Readers who have certain subjects which are a source of pleasure to them are usually eager to read the informative material upon the subject. For example, pupils who have chess as a hobby, would be eager to read the advice of the experts. A citizen who is puzzled by certain occurrences in his government may be interested in an exposition of the point in question. For example, a pupil who has been assigned work on the Taft-Hartley law in a social studies class might welcome a clarification in simple terms.

LATEST AIRCRAFT

Suggested Study Paper

Complete the following with the information indicated concerning each informative essay you have read.

I have added to my stock of information on the subject of____________________

by reading the essay entitled______________________________written by

For example, I have learned that____________________.

C. CRITICAL ESSAYS

The appeal of this type of essay is to the typical desire to disagree with the umpire. The writer makes decisions, expresses judgments and gives his reasons. All of these are open to question. Pupils sometimes enjoy questioning the opinions of William Lyon Phelps that (a) those who leave a game early are wrong, (b) baseball is a better game to watch than football, (c) there is more courtesy in individual competition than in team competition, (d) teams should not depend so much on advice of coaches and managers. The statements of critics in motion picture reviews, book reviews, drama reviews, music reviews, as well as those often made in the fields of art, fashion, architecture, politics, etc., are open to similar questioning. Spirited discussion may be stimulated through this medium.

Suggested Study Paper

After reading five critical essays, supply the information indicated below, covering each essay.

I agree (or disagree) with____________________in his essay entitled
(Author's Name)

________________________, when he contends that____________.

I feel that____________________.

II. USE OF MAGAZINE ARTICLES

Many of the more popular periodicals offer an opportunity to present "live" material to young people in an attractive way. Magazines like the Saturday Evening Post and Colliers find their way to a large percentage of American homes. The circulation mark of over 3,000,000 listed for the Saturday Evening Post testifies to the prevalence of its use. Its informative articles present up-to-the-minute interpretation of the American scene. For example, the contents of one issue of this magazine offered interesting, well-illustrated articles on a camp for underprivileged New York boys, advantages and disadvantages of certain low-cost medical plans, the lonely life of lighthouse keepers, the adventures of a sea captain who spied on the Chinese communists, the training of boxers, how government employees are investigated, the activities of an unusual hired man, and the explanation of the reason for the riots at Jackson prison. A reader could scarcely find such fare dull or uninteresting. Oral reports can be given in class on articles of this type and a class discussion may be spontaneous.

Suggested Study Paper

Concerning the magazine whose non-fiction articles you have read, give concerning each article the information indicated below:

1. Title ______
2. Author ______
3. Subject ______
4. Most interesting information ______

III. THE AMERICAN HERITAGE

The function of the essay in recording the patriotic ideas and ideals which we usually group under the name of the "American Heritage" has been most effective. If we include famous speeches delivered by historical figures, we have a wealth of material to add not only to reading pleasure but to national pride. As a source book of this type, a volume entitled This Is America edited by Max J. Herzberg (available in Pocket Book edition) is quite useful. Excerpts from such early patriots as Patrick Henry, Thomas Jefferson, and Daniel Webster, as well as from more recent greats such as Franklin D. Roosevelt, provide a varied fare on this theme. Some of these exerpts may be presented orally as a part of a "Cavalcade of America" program in class.

Suggested Study Paper

From the essays you have read on the American heritage theme, concerning each give the information indicated below.

1. Title of essay ______
2. Author ______
3. Historical occasion ______
4. Main idea ______

IV. MODERN SPEECHES

The modern scene is often portrayed in essay form through the speeches of prominent people in various walks of life as reported in the press. Radio and television provide a basis for correlation with good listening habits. If it is known in advance that the President, for instance, is scheduled to give an address on the state of the union, the assignment can be given to listen to the speech, clip its text from the newspaper, and then, if possible, a recorded version may be presented in the classroom. The teacher may list the main points on the board in brief form and have the class supply oral explanations of each point based upon what they have heard or what they have read.

Suggested Study Paper

From a speech which you have experienced, supply the information indicated below:

1. Title of speech ______________________________
2. Speaker's name ______________________________
3. Occasion ______________________________
4. Audience ______________________________
5. Main points ______________________________

V. FIELD OF INTEREST

As with other literary types, the essay lends itself to appeal on the basis of individual interests. The three essay types, familiar, informative and critical, occur in almost all interest fields. For example, if sports are the main interest of a young person, essays are available which not only explain how to play and understand the sports better, but also provide touches of human interest and the results of considered judgments. The same lists of pupil interests which have been used in the study of the other literary types may be used to guide student reading in the essay. (See procedure III, under Biography).

Suggested Study Paper

Concerning five essays which you have read, supply the information indicated below:

1. Field of interest ______________________________
2. Title of essay ______________________________
3. Author ______________________________
4. Main point ______________________________

PROCEDURE 210 - THE DRAMA

Ninth year pupils were introduced to the dramatic form in literature. They know it for its characteristics of dialogue, limited number of characters and suitability for stage production. The motion picture, the stage play, the radio, and more recently the television have made them conscious of certain techniques in dramatic presentations which offer increased delight. Basic to the production of all drama is the script. This is the literary contribution to the total theatrical presentation. The devices described below are aimed at understanding those things in the script which are a source of pleasure to the reader and the viewer. Adaptations of the devices suggested in procedure 112 of book II in this manual may be used on this level.

I. INTEREST STIMULATION

A. Publicity writers, promoters and advertising writers have mastered the art of luring readers, listeners and viewers into an interest in their production. A modification of this technique may be adapted for the classroom by phrasing interest-catching questions and thought provoking statements concerning available dramatic reading. For example, the following "promotional" jargon may prove effective:

1. Can a revenue agent talk himself out of a situation which finds him at the wrong end of a moonshiner's rifle? (Moonshine by Arthur Hopkins)
2. The evil eye will get you if you don't watch out. (A Night at the Inn by Lord Dunsany)
3. What would you do if you were able to read next year's daily newspapers now? (The Jest of Hahalaba by Dunsany)
4. A house full of people that will startle you and make you laugh! (You Can't Take It With You by Hart and Kaufman)
5. Is there a special bullet for you? (Emperor Jones by Eugene O'Neil)

B. Plays spring into action after a brief preliminary which is sometimes called the exposition. The playwright presents us with a description of stage setting and sometimes of characters and then proceeds to tell us who is on the stage, what he is doing and what he is saying. Since it is part of his technique to make this combination as interest-catching as possible, pupils may be drawn to the complete reading of a play by a presentation of this part alone. The following are some samples:

1. An obviously nervous woman accidentally overhears a telephone conversation between two men planning to murder a woman. (Sorry, Wrong Number by Lucille Fletcher)

2. A booking agent finds a caterpillar which dances to harmonica music. (My Client Curley by Lucille Fletcher and Norman Corwin)
3. Amidst the howling wind a voice warns: "Bolt the doors. Fasten the windows. Turn out the lights. Sit down quietly in the dark and meet the ghost of Benjamin Sweet". (The Ghost of Benjamin Sweet by Frederick and Pauline Gilsdorf).
4. A man who is sensitive about his disappearing hair insists on wearing a toupee which has the opposite effect from that which is intended. (Poor Aubrey by George Kelly)

II. STAGE DIRECTIONS

One of the great pleasures associated with reading the dramatic form is the feeling of collaboration which the reader experiences when his imagination translates the frequently terse stage directions into meaningful action. These stage directions may be used as a basis for class discussion on their proper interpretation.

A. Certain words and expressions common in stage directions may be strange to young readers. Pupils may be assigned the job of compiling lists of such expressions which can be used for class study.

Suggested Study Paper

In the space before each item in Column I, write the number of the definition in Column II which best matches it.

Column I	Column II
________cue	1. Main division of a long play
________exit	2. Stage arrangement for a play
________ad lib	3. Signal for an actor to speak
________act	4. Items of furniture and equipment used on the stage
________scene	5. Words spoken by an actor to himself, revealing his thoughts.
________set	6. Goes off stage
________properties	7. Rear of the stage
________aside	8. Remarks not in the script
________soliloquy	9. Actor's lines not intended to be heard by other actors
________up stage	10. Part of an act

B. Pupils may wish to volunteer to speak certain lines according to the stage directions indicated. This activity may lead to a class discussion on the precise meaning of some of the directional vocabulary. For example, the direction, "begins to snivel", describes an activity which pupils may like trying to enact.

Suggested Class Activity

Examine the following stage directions and be prepared to enact your version of their meaning.

1. Speaking over his shoulder
2. Recoiling
3. Wearily
4. His tortured male spirit takes refuge in hysteria
5. Glowering at her
6. With a malicious chuckle
7. His face falling
8. Obviously amazed, hurries to the door
9. Turns sharply, then speaks softly, without conviction
10. Her voice breaks

III. DRAWINGS OF STAGE SETS

The drafting skill of some pupils may serve a purpose in connection with the reading of drama. They may enjoy drawing or sketching the stage sets for the play they are reading. This will entail a rather careful reading of preliminary stage directions and a good sense of planning. These drawings may serve to illustrate class projects.

IV. PROBLEMS IN PLAYS

All dramas are based on problems. Pupils may seek out these problems and present them for class discussion. They may ask the class for possible solution of the problem and finally report the dramatist's solution.

Suggested Study Paper

Concerning the play you have read, give the following information:

1. Title ____________________
2. Playwright ____________________
3. Problem ____________________
4. Solution ____________________

V. AUTHOR'S PURPOSE

Behind every play lies the purpose of the playwright. Sometimes the amount of pleasure one experiences in reading a play depends upon identifying that purpose and judging how well he has accomplished it. For example, in the dramatic presentation of The Boy With Green Hair, the author's purpose was to show that prejudice based on physical differences was wrong. Pupils will find that most plays have as their purpose aims like those which follow: (1) to inspire patriotism, (2) to arouse horror, (3) to amuse, (4) to mystify, (5) to influence opinion, (6) to shock, (7) to present typical or unusual characters, (8) to interpret history, (9) to point out a moral, (10) to satirize. Pupils may discover plays with other purposes which they may add to this list.

Suggested Study Paper

Concerning a play which you have read, give the information indicated below:

1. Title ______________________________
2. Playwright ______________________________
3. Purpose of playwright ______________________________
4. A statement giving your opinion of how well he succeeded

____

____

SUBJECT AREA III

PROCEDURE 211 - GROUP DISCUSSION

Group discussions have always been a part of a good classroom technique, but their importance has been increased immeasurably by the degree to which modern society has seized upon this device as a means of providing intelligent and healthy exchange of ideas. Television and radio have brought into the homes the opinions of countless specialists through this medium. In great measure it has replaced the "single speaker". Its advantages have become obvious to election campaign managers, educational groups and business organizations. To the teacher, it presents an effective framework for the "give-and-take" of ideas among pupils. Language, etiquette and common sense are taught here.

Group discussion in a classroom may be either spontaneous or planned. The value of the former has been indicated in various activities under other headings in this course. The latter requires special efforts on the part of both teacher and pupils, if it is to accomplish its purpose. The division of planned discussion into panel discussions, round tables, forums and symposia indicated below is intended only to provide an acquaintance with the more common forms. Rigid adherence to the requirements of each one is not advisable. Teachers may find that combinations of the various types will fit more readily into their classroom situations. The extent to which one or more types should be used should be contingent upon the effectiveness with which it operates in the classroom. In each case, teachers will probably find that pupil experience with the forms used in the various radio and television presentations will add to their readiness to adjust to these forms. A tape recording of a suitable round table or panel discussion will help considerably in bringing about understanding of the procedures involved.

One difficulty involved in planned oral activities lies in the fact that only a small number are engaged in active participation. The others may tend to regard the time as a time for "coasting" unless the planning provides the machinery for some form of participation by everyone. This may be done through techniques which make the passive audience into an active one requiring their contribution to the evaluation of the discussion and elaboration of the topic.

I. ROUND TABLE

The round table is an exchange of ideas by a relatively small group of people headed by a chairman, in which material is not given by the participants in formal speeches.

A. Planning

1. Acquainting pupils with requirements on this form. This may be done by tape recorded models or reference to radio and television examples such as the University of Buffalo Round Table.

2. Choice of topics. To insure interest, pupils should help in this selection. When the nature of suitable topics has been explained to them, they may be given a few days to prepare a list of five or more which they think they might enjoy discussing. When these topics have been submitted, duplications may be eliminated and revisions may be made in the wording under teacher guidance. The resulting composite list may be placed on the board or given in some form to the pupils for consideration. They may volunteer for the topic which appeals to them the most. On the basis of this, the round table groups are organized.

3. Organization of groups. The brevity of most class periods requires the limiting of the number of participants in each discussion to approximately three or four and a chairman.

4. Scheduling. Some classes like the idea of a certain day set aside for such discussions. The actual scheduling may be done by members from each group drawing for position on the schedule. A schedule posted in a conspicuous and permanent position, encourages preparation and contributes to a feeling of general importance.

5. Timing. Time limits may be made strict or flexible to encourage participants to avoid too brief or too lengthy presentations.

6. Instructions to chairman. The responsibility of keeping the discussion alive rests on the shoulders of the chairman. He should, therefore, be armed with (a) good explanatory material concerning the importance of the topic, (b) a division relating the topic to the strong points of the other participants, and (c) discussion provoking questions.

7. Instructions to participants. Participants should be encouraged to meet with the chairman to arrange the division of the topic so that there will be as little unnecessary repetition as possible. They should be directed to use all available reference works to insure some degree of comprehension of the subject. While the use of prepared speeches should be discouraged in the round table, notes brought by the participants to the table may prove helpful in supplying ideas.

B. Procedure

1. Round table participants should take chairs with the chairman around a table or desk at the front of the room. If the discussion is to be recorded, the microphone may be placed on the surface in front of them.

2. The chairman opens the discussion with a two or three minute introduction to the topic and proceeds to introduce the members of the round table to the audience. He may begin the exchange of opinions by directing one of his previously prepared questions to one of the group.

3. While one member is speaking, the others should be listening and phrasing in their minds the comment which they may wish to make on this phase of the topic. They should wait until a speaker has finished or until he has reached a point where he may be properly interrupted. The difficulty arising from the attempt of more than one person to speak at once may be resolved by the chairman with such comments as, "Perhaps John's experience with this problem last summer might throw some light on this point".

4. At a prearranged time, the chairman should bring to a close the discussion and present from some notes which he may have taken during its progress a summary of the main points developed.

C. Class Participation

1. During the course of the round table discussion, the class may participate by:
    - a. Listening with undivided attention
    - b. Taking notes for a possible written assignment
    - c. Preparing criticisms of the participants
    - d. Evaluating the discussion as a whole
    - e. Preparing to volunteer additional comments on the topic discussed.

D. Evaluation

Teacher and pupils may collaborate in preparing helpful critical comments on:

1. Individual performance
    - a. Evidence of preparation
    - b. Willingness to express opinions
    - c. Care in using language
    - d. Attentiveness to other speakers
    - e. Manner and poise
    - f. Courtesy
    - g. Audibility
2. Discussion as a whole
    - a. Suitability of topic
    - b. Material properly divided among speakers
    - c. Amount of new information presented
    - d. Facts as facts; opinions as opinions
    - e. Sticking to the subject
    - f. Interest stimulation
    - g. Degree to which different points of view come closer together

II. PANEL DISCUSSION

The panel discussion is very similar to the round table discussion and the steps for planning and conducting this activity are the same as those for the round table with the exception of the following:

A. Each member of the panel is required to become an "expert" in one phase of the topic.
B. Each panel member presents an individual, uninterrupted talk of a prearranged length on his phase of the topic.
C. Following the presentation of individual talks, the members of the panel may engage in an informal discussion of what has been said.
D. There is provision also for the audience to make comments concerning and ask questions about any of the presentations.

III. FORUM

The forum is another variation of the group discussion idea which provides for both sides of a controversial issue to be presented by one or two different speakers on each side. Each speaker is subject to questioning and disagreement by members of the audience. The time for questions may be variously scheduled in the procedure.

IV. SYMPOSIUM

This type varies but little from the forum, except that the element of debate is not usually present in the series of prepared speeches on a subject. Audience participation is optional.

V. INFORMAL CLASS DISUCSSION

The alert teacher has always welcomed the spontaneous interest which sometimes rises around a topic which has come unannounced into the classroom routine, or which has resulted from a well-planned orientation to a subject. On the crest of this enthusiasm may be found the key which opens the door for a habitual "shrinking violet" to take part in the discussion.

A. Keeping the discussion alive

1. Allow the most eager students to express themselves first.
2. Try to recognize divergent views and call for alternate opinions.
3. Commend originality in idea and expression.
4. Switch to a fresh phase of the subject when discussion seems to lag.

B. Controlling the discussion

1. Insist on the fairness of speaking one at a time.
2. Dispose quickly of all ridicule; crudities, name-calling, and humor in bad taste by replacing them with a well-phrased substitute.
3. Temper firmness with pleasantness lest enthusiasm be killed.
4. Discourage the use of private asides.

PROCEDURE 212 - CLUB AND COMMITTEE ACTIVITIES

Membership in organizations and service on committees have come to be a part of almost everyone's life regardless of his position. Scarcely any industry is without its employee committees and scarcely any social planning is carried on without a working committee of some type. Pupils who are being prepared to adjust to life situations should have some conception of the workings and responsibilities of organization membership and committee service. The devices explained below are aimed at providing a framework within which pupils may learn how to conduct themselves as club members and to assume the responsibilities which may fall upon them as committee workers.

I. CLUBS AND ORGANIZATIONS

A class may be brought to the realization of the large number of clubs and organizations which function within their own spheres. They may be assigned the task of surveying the organizations to which they and the members of their immediate family and friends belong.

Suggested Study Paper

ORGANIZATION	PURPOSE	DISTINQUISHING CHARACTERISTICS
Example: Student Council	Promote student welfare and provide opportunities for student leadership	Members elected by classmates

II. PARLIAMENTARY PROCEDURE

Since membership in any club or organization requires some understanding of the machinery of parliamentary practice, the classroom can provide either a real or artificial situation in which this understanding can be brought about. Pupils may be encouraged to use intelligently the following basic terms:

A. Constitution
B. By-laws
C. Amendments
D. Officers
E. Meetings
F. Motions
G. Dues
H. Nomination and election
I. Quorum
J. Order of business
K. Minutes
L. Adjournment
M. Committees

Opportunities for using these terms may be provided through organizations similar to the following:

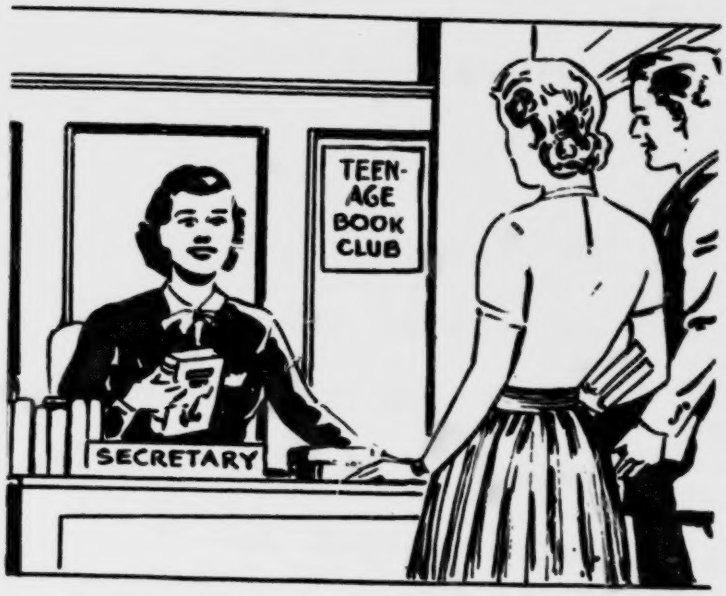
A. Teen Age Book-Club

B. Short Story Club

C. Magazine Club

D. Current Events Club

E. Trade Club



III. CLASSROOM COMMITTEES

Committee work has come to be a part of almost every phase of human activity. Through this, pupils learn not only to work with other people, but also to analyze a task according to its purpose, its divisions and its results. They are provided with the opportunity to talk over its difficulties and possible procedures. The classroom committees may be of various kinds and divided into those of permanent nature (standing committees) and those of temporary nature (special committees).

Formation

Committees may be appointed by the teacher or club president or elected by the class.

Method of Operation

All committees should be adequately informed on how they should function. For example, a supply of the following form may be duplicated and distributed by the teacher when the occasion for committee work presents itself. (Material in parentheses indicates possible answers.)

Name of Committee: (Part time Jobs Investigation Committee)

Purpose of Committee: (To investigate the number and nature of part-time jobs held by class members)

Chairman: (John Smith)

Members: (Tom Jones Harry Brown)
(Dick Green Jack White)

Meeting Place: (Classroom)

Meeting Time: (Each Tuesday during class period)

Date of Final Report: (October 15)

Method: (Personal interviews and questionnaire)

Division of tasks: (Questionnaire prepared by whole committee; Tom Jones interviews first six names on class register; Dick Green, the second six; Harry Brown the third six; Jack White, the fourth six)

Summary by Chairman: (A. Number of pupils holding jobs)
(B. Kinds of jobs)
(C. Hours of employment)
(D. Average pay)

C. Typical Committees

1. Standing Committees
   a. Bulletin Display
   b. Better speech
   c. Student problems

2. Investigating Committees
   a. Part-time jobs
   b. Travel
   c. Favorite television program
   d. Eating habits
   e. Football attendance

PROCEDURE 213 - PERSON TO PERSON CONTACTS

Training in those oral activities which have to do with person to person contact can provide stimulating classroom fare. The daily life of a pupil involves numerous contacts of this type. Unless we are to leave guidance in the proper techniques to chance situations alone, the classroom must recreate as realistically as possible the circumstances which require this knowledge. All pupils will, if they have not already done so, apply for employment. Many will be facing the consuming and buying public. All will find themselves seeking information and meeting countless social responsibilities. The devices detailed below offer possibilities for help in this direction. The emphasis here is on the oral skills and positive steps should be taken to aid pupils in eliminating those factors which may operate against them in any of these situations.

I. JOB INTERVIEWS

Preparation for the job interview enactment in the classroom must be done in considerable detail, if the dramatization is to be effective and capable of evaluation. It is not enough to designate a pupil as an interviewer and another as an applicant. The preparation may be organized in a manner similar to the following:

A. Class discussion of:

   1. Requirements for different types of work
   2. General characteristics desired in all employees
   3. Typical questions of an employer
   4. Characteristics which can be determined in an interview
   5. How to prepare for an interview
   6. How to conduct one's self in an interview

B. Setting the stage:

   1. Each pupil clips a suitable help wanted advertisement from the newspaper.
   2. Each pupil arranges an imaginary employment opening based upon his advertisement wherein he becomes the employer and interviewer.
   3. The advertisements are shuffled and redistributed to the members of the class.
   4. Interviews for each job are scheduled during the class period.

C. Evaluation:

For each interview the class may take an evaluation based on the criteria indicated in the chart below.

Suggested Evaluation Chart

As you observe the job interview, assign credits to the applicant in each of the following categories by encircling the highest credit to which you feel he is entitled. The final rating can be determined by adding the encircled figures.

Name of Applicant: ______________________________

Appearance	1	2	3	4	5	6	7	8	9	10
Speech	1	2	3	4	5	6	7	8	9	10
Posture	1	2	3	4	5	6	7	8	9	10
Courtesy	1	2	3	4	5	6	7	8	9	10
Alertness	1	2	3	4	5	6	7	8	9	10
Tact	1	2	3	4	5	6	7	8	9	10
Evidence of preparation	1	2	3	4	5	6	7	8	9	10
Listening	1	2	3	4	5	6	7	8	9	10
Selling one's services	1	2	3	4	5	6	7	8	9	10
Final impression	1	2	3	4	5	6	7	8	9	10

TOTAL RATING ____________________

II. CUSTOMER RELATIONS

The whole basis of the business world is the selling of goods or services to a customer. While many jobs have only slight opportunities of contact between the worker and the customer, others provide frequent meetings of this type. The effectiveness of the employee as his employer's representative is often the cause of losing or gaining business. Automobile owners frequently make it a point to talk with the mechanic rather than the service manager. This situation prevails in many other trades. Pupils can be directed in meeting this requirement through classroom situations similar to the following.

A. Class discussion on:
   1. General characteristics in meeting the public
   2. Typical customer reactions
   3. Things a customer notices
   4. Preparation necessary to sell
   5. How to convince a customer

B. Setting the Stage:
   1. Pupil chooses product or service he wishes to sell
   2. The role of customer may be decided by lot
   3. Sales scene is enacted

C. Evaluation

An adaptation of the chart indicated under No. I may be used to evaluate the quality of the demonstration.

III. REQUESTING INFORMATION

Both on and off the job, the average person finds innumerable occasions in which he is placed in the position of the seeker for information. Not only is the degree of his success often contingent upon how properly he does this, but also the impression which he leaves may be of varying degrees of favorableness. The following rules may serve as a basis for class discussion:

A. Have a clear concept of exactly what information you require.
B. Select the person who can best give you this information.
C. Adapt your manner, attitude and question to the person selected, taking into account his position, his available time, etc.
D. Be courteous in your approach, especially if it requires interrupting the person you consult.
E. Phrase the question as clearly as possible.
F. Express your appreciation of the information given.

Suggested for Discussion

Because of an appointment with the school doctor, you were unable to be present during the English period today and, therefore, you do not have the assignment. Since you do not wish to lose credit, you undertake to find out what the assignment is:

1. Which of the following most clearly describes the exact information desired? (a) Tonight's assignment (b) The English assignment (c) What happened in class today (d) The English assignment for tonight.
2. Which one of the following would not be a proper person to request this information of? (a) Principal (b) Your English teacher (c) A reliable friend in the same class.
3. Which of the following would be the best time to approach your English teacher for the information? (a) While he is eating his lunch (b) While he is teaching a class (c) While he appears to have time (d) While he is talking to another person.
4. Which of the following is the most proper request for the information from a teacher? (a) Hey, Mr. Jones, what have we got to do tonight? (b) Pardon me, Mr. Jones, I had to see the doctor during English class this morning. Could you please tell me what is tonight's English assignment? (c) What's for tonight in English? (d) Mr. Jones, give me tonight's assignment.
5. Which of the following is proper after you have received the information? (a) Say nothing and walk away. (b) Say, "Thank you very much, Mr. Jones". (c) Say, "OK. I probably won't do it anyway".

Suggested Situations for Practice

Pupil wishes to find out:

1. How to get a library card
2. The time and nature of the next assembly
3. How he might get working papers for a part time job
4. How a friend is enjoying a book he is reading
5. What is required to join the Hobbies and Models Club
6. How to get to the State Office Building
7. How to become a manager of an athletic team
8. Where he might buy material to duplicate at home a job he had done in shop
9. What to do when he has lost his bus transportation card
10. Why he received the mark on his report card

IV. SOCIAL SITUATIONS

The activities of the English classroom can be directed toward social adjustment through the development of realistic situations similar to those which are a part of almost everyone's normal day. One meets people; some for the first time, others as former friends or acquaintances. Introductions are made, interruptions are sometimes necessary, disagreements are inevitable and apologies are frequently in order. To meet these situations, the pupil may be provided with a feeling of confidence in the propriety of his actions and speech. In the First Year Procedures numerous devices are indicated for providing conversational frameworks. The devices detailed below are aimed at guidance in specific problems relative to conversation.

A. WHAT'S IN A NAME?

Much of what appears discourtesy which prevails among young people seems to stem from a failure to attach proper significance and respect to names and titles. The following topics may serve as cores for class discussion:

1. Correct use of titles (Mr., Miss, Mrs., Dr., Rev.)
2. Care in the use of nicknames
3. Propriety in the use of the first name
4. Care in the spelling and pronunciation of people's names

Suggestions for Consideration

1. "Jones is a tough principal."
2. "Smith's the best science teacher I ever had."
3. "Hey, Baldy."
4. "Here comes Bill. He's my old man."
5. "Ask Swiggins or whatever his name is."

B. INTRODUCTIONS

Practice in making proper introductions is usually welcomed by high school pupils who have now come to realize that they are expected to perform this adult function correctly. Class discussion can be centered around situations similar to the following: Introducing -

1. A classmate and one's parents
2. A teacher and one's parents
3. Friends of one's own age to each other
4. One's self to others

Suggested Situations for Practice

1. On Open House Night you bring your parents to meet your teacher.
2. You bring home a classmate whom your mother had never met.
3. You and your date meet one of your best friends at a dance.
4. You find yourself playing with three strangers on a golf course.
5. Your cousin has come to spend two weeks with you and you take him to meet some of your friends at the soda fountain.

C. INTERRUPTIONS

One of the problems of courtesy and tact frequently faced is that of interrupting the conversations of others. The pupil who has an important message to deliver to a teacher who is engaged in speaking to others realizes that the situation calls for some judgment. To aid pupils in forming judgments on this and similar matters, class activities may include simulated conditions of this nature. Suggestions for class discussion:

1. Are some interruptions unavoidable?
2. The difference between interrupting a person in order to help him and interrupting solely to contradict.
3. Tactful wording of interruptions.

Suggestions for Practice

1. Two teachers are conversing in the corridor and you wish to ask permission of one of them to go to the bookstore.
2. You wish to make a comment on the family budget which is being discussed by your father and mother.
3. You wish to make a suggestion to the football coach regarding a certain play.
4. You hear another pupil report a missing tool and you know where it is located.
5. A member of your class is experiencing difficulty with a recitation and you feel that you can be of help.

D. DISAGREEING AGREEABLY

Differences in opinion are bound to occur. Classroom activities may be devised to show pupils that these differences are natural and that they can and should be handled courteously. The basic principle here is cultivation of respect for another person's opinions regardless of whether we agree or disagree. Suggested for class discussion:

1. How to make a denial
2. How to express disapproval
3. The danger of ridiculing another's opinions
4. How to present proof that you are right
5. How to admit that you are wrong
6. How to correct another's error
7. How to withdraw from an argument

Suggested for Practice

1. You disagree with the kind of plays called by the quarterback of your football team.
2. You have been unjustly accused of cheating during a test.
3. You discover that a shop procedure you have been defending is incorrect.
4. You know that a person to whom you are speaking is wrong about the identity of the year's leading batter.
5. You discover that a person has an ingrained prejudice which prevents reasonable discussion.

E. APOLOGY

Much of the discredit which falls upon the shoulders of today's youth could be removed if their inevitably impulsive actions were properly excused through the clear expression of sincere apology. Suggested for discussion:

1. Is an apology a sign of weakness?
2. Does one apologize only after a serious breach of good manners?
3. The wording of apologies in various situations.
4. Are apologies in order when we are not convinced that we are at fault?
5. How does one accept an apology?

Suggestions for Practice

1. You bump into a schoolmate carrying a full tray in the cafeteria.
2. Upon reconsideration, you decide that some of the things you said yesterday to another pupil were impolite.
3. You address a person with the incorrect name or title.
4. With an outburst of enthusiasm, you speak out of turn in class.
5. You realize you have annoyed a bus passenger with your conduct.

PROCEDURE 214 - ADDRESSING A GROUP

While opportunities for formal speech making may not be frequent in the life of the ordinary man, the situation which requires speaking to a group of people as an audience is not entirely uncommon. The qualities of leadership which schools properly attempt to develop include the command of those skills which are a part of effective public speaking. The range of activities designed to develop this skill may include a formal declamation as well as a simple, informal class report. Pupils who make poor showings in their brief appearances on the stage at assembly programs can scarcely be blamed if their classroom activities have not included speech situations before an audience. The devices detailed below are aimed at providing stimulation of the desire to speak to a group, as well as improvement in the techniques of doing so.

I. WHAT'S NEW?

To avoid the possibility of nurturing a distaste for addressing an audience, this device may be used to "break the ice" - to stimulate interest in speaking without letting the pupils feel that they are engaged in speech making.

A. Teacher announces that each class for the next several weeks will begin with a short summary of the news of the day.
B. Each day a different pupil will be scheduled to give the news summary.
C. A typed or written schedule may be posted conspicuously in class.
D. Directions to the pupils in preparing the summary:
  1. Gather news worthy items from the most recent newspapers available.
  2. Prepare brief notes on the items to be reported.
  3. Prepare to speak from the notes for at least 2 or 3 minutes.

II. TELLING TALES

In other sections of this course, the oral report form is indicated as a supplementing device. For example, in the short story and novel sections, the retelling of narratives as a whole or in part is suggested. Pupils may enjoy discussing those elements which make an oral narrative interesting and effective.

A. Time Transition

Skill in creating the effect of passage of time is basic to good story telling. The linking of events in their proper sequence can become tedious if variety is not used. The most prevalent and overworked connective is "and then". Pupils may cooperate in finding substitutes for this. (Later, after this, subsequently, etc.)

B. Staying on the Path

The thread of a narrative may be lost if the speaker makes too frequent use of digressions and parenthetical remarks. Exaggerated examples may be used to demonstrate the point. For example, in an account of a serious automobile accident such digressions as the following might destroy the effect of a story: (1) reasons people ignore stop signs, (2) deplorable condition of the eyes of many drivers, (3) description of the house in front of which the accident occurred, (4) direction the wind was blowing.

C. Using Unusual Words and Word Combinations

The attention of listeners is never lost when a narrative sparkles with unusual word combinations. The class may be encouraged to develop vivid and picturesque words for use in their narrative. For example, they may be given such prosaic words as work, write, sing, dance, and the like, and asked to supply more colorful synonyms such as drudge, scribble, croon, glide, etc.

D. Suiting the Manner to the Story

Story tellers must be conscious of the effect they intend their tales to produce. They must make an effort to suit the manner of telling to the story itself. For example, a humorous story may gain or lose much in the telling. Pupils may be given a choice of the following effects which may be associated with story telling: humor, surprise, terror, pathos and mystery. Class discussion may center around devices used by story tellers to produce these effects; for instance: tone of voice, imitating dialogue, gestures and facial expressions.

II. CHAMPIONING A CAUSE

For every issue there are those who say, "Aye", and those who say, "Nay". Frequently such issues are resolved through the effective speech of the champion of one side. Pupils can be given practice in marshalling arguments for oral presentation in support of those things upon which they feel most strongly. The two great channels through which they may guide their ideas are the appeals to emotion and reason. To clarify the nature of these channels, debatable issues may be contrived for classroom use.

A. Suppose the students are concerned over the possibility that varsity football may be discontinued. They may arrange their reasons for opposing this move in the following manner:

1. Emotional appeal
    - a. School spirit will suffer
    - b. Alumni will regret its passing
    - c. Loss of the team players' "do or die" spirit
    - d. Violation of tradition

2. Logical appeal
    a. Possibility of financial benefits removed
    b. Athletic scholarships made impossible
    c. Services of good coach to be lost
    d. Athletic equipment to be wasted

B. When pupils have divided their arguments on the basis indicated in A, they may attempt weaving the arguments into a presentable pattern for a speech. Some may prefer to stress the emotional appeal, while others may lean heavily on logic.

C. Suggested Topics

1. Should home work be discontinued?
2. Should there be a study period at the end of each subject class rather than one study period a day?
3. Is bus fare too high?
4. Should seniors have special smoking privileges?
5. Should books be censored?
6. Should teen-age drivers' insurance rates be reduced?
7. Should athletes be forbidden to play if their marks are poor?
8. Should school clubs function during school time or after school?
9. Should a rigid time be set by parents for teen-agers to come home at night?
10. Should teen-agers be given an allowance?

PROCEDURE 215 - LISTENING

The activities detailed in the First Year Procedures draw attention to listening as an active accomplishment. These devices suggest a number of different activities to provide listening experiences. On the tenth-grade level, the techniques of good listening may be developed more fully. The objective here is to make pupils aware of certain positive things which they can do to improve their role as good listeners.

I. HEARING VS. LISTENING

The following demonstration may bring home graphically the difference between hearing and listening. A tape recorder, phonograph, or radio may be set up for classroom use. One pupil may be chosen to take a position within hearing distance of the sound device. Another pupil may be assigned to read a set of directions which the other is to follow. With both the sound device operating and one pupil giving directions simultaneously, the class may observe the difficulty the listening pupil experiences in concentrating on both sources of sound. It can then be shown that there are two possible solutions to the problem. One of them is to stop one of the sources of sound so that only one can be heard. The other is for the listener to focus his entire attention on one. This is listening.

II. LISTENING SITUATIONS

Pupils may be made aware of the variety of listening situations included in normal activities by using the following questions for class discussion.

A. What special requirements as a listener should one have who is participating in a small conversational group?

B. What essential difference in listening habits should be found in listening to an address in the auditorium and listening to an address on the radio at home?

C. How does television add to the activities of a good listener?

III. LISTENING RESPONSIBILITIES

When pupils have come to realize that listening is an active rather than passive experience, they may be ready to discuss responsibilities connected with it. These may be organized as follows:

A. Physical

1. Location - Choosing the best available location for hearing the presentation.
2. Posture - Appearing alert and attentive to the one who is speaking.
3. Facial expression - That of the listener should be interested; that of the speaker should be watched for speech interpretation.
4. Silence - Courteous, undistracting attention is owed all speakers.
5. Gesture and tone - The listener's eye and ear should be ever alert to the speaker's movements and voice inflections.

B. Mental

1. Consideration of originality - Is this a new idea to the listener? If so, what knowledge does he have to which he may add this? If not, is there some satisfaction in hearing it expressed in another way?
2. Consideration of its reasonableness - Does it make sense to the listener? If so, what led him to this conclusion? If not, is the deficiency with the speaker or the listener?
3. Consideration of total effect - Can the listener mentally sum up the message of the speaker?
4. Consideration of the value - How may the listener use with value what he has understood?

Suggested for Practice

Concerning a speech to which you have listened, give the information indicated below:

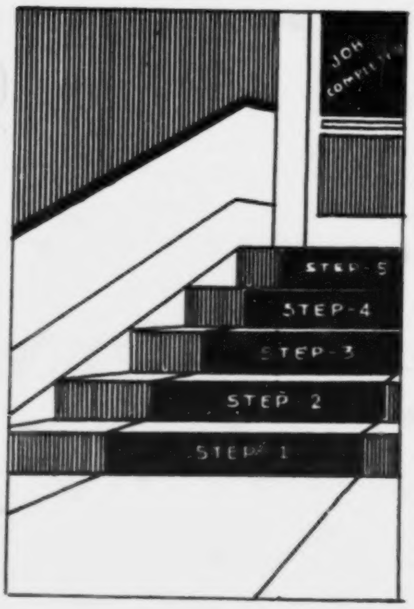
1. Subject of speech ________________________________
2. New idea (or fresh expression of old) ________________________________
3. Reasonable or unreasonable and why ________________________________
4. The message in brief ________________________________
5. Value to me ________________________________

SUBJECT AREA IV

PROCEDURE 216 - EXPOSITORY AND DESCRIPTIVE WRITING

The procedures indicated for the first year under this heading were directed at orienting the pupil to explanation and description as a specific form of writing. On the second level, the technique of this type of writing can be examined more closely with some emphasis upon the devices which make it more effective. In this section, as in other sections on writing, such items as sentence structure, paragraphing, unity, coherence and emphasis may receive appropriate treatment by the teacher. While descriptive writing is sometimes considered separate from exposition, the border line between the two types is so flexible and the characteristics of both are so similar that they are treated in this section as a single type. Teachers who wish to persist in the distinction between the two may adapt the procedures accordingly.

I. STEP BY STEP



This is perhaps the most common type of expository development. A procedure is taken from stage to stage in proper sequence, or a person, place or thing is detailed part by part in some order. Teacher may list the following essentials of this type of writing:

A. Make a complete list of steps or parts.

B. Arrange in proper order. (Top to bottom; bottom to top; 1st, 2nd, 3rd, etc.)

C. Use clear connecting elements. (1, 2, 3; then, next, when dry, etc.)

D. Use terms accurately and consistently.

E. Allow for special difficulty. (Inexpert reader, absence of special equipment, etc.)

Suggested Study Paper

The following explanation contains violations of the five cautions described above. For each violation, show in what way it is incorrect and how it could be avoided.

The first thing to do when driving a car is to place the gear shift lever in first gear position. Then release the clutch pedal gradually and slowly accelerate. Release the parking brake. Release the accelerator and depress the left pedal. Place gear control in the intermediate position. Slowly accelerate. At 18 miles an hour, rélease the gas pedal and depress the clutch pedal. Shift lever into high position. Release clutch pedal gradually, then slowly accelerate.

(Pupils should discover the following faults: (1) Complete list of steps not included. For example, missing are the directions for starting engine and stopping vehicle. One step releasing the clutch pedal is omitted. Speed at which first shift is made is omitted. (2) Some steps are out of order. Releasing of parking brake should have been placed before releasing clutch. (3) Directions are poorly connected. Omission of numbering makes them confusing. Phrases like, "at the same time", are omitted in the directions for operating clutch and accelerator. (4) Terms are inaccurately and inconsistently used. One control is referred to as an accelerator and a gas pedal. Another is called a gear shift lever, a gear control handle and a lever. Another is called a clutch pedal and left pedal. Gear positions are inconsistently referred to as first, intermediate and high, instead of first, second, third, or low, intermediate, high. (5) Possible special difficulties are ignored. (For example, ignorance of the location of controls, necessity of starting on a hill, necessity of backing up, possibility of automatic transmission.)

Suggested Types for Practice

How to make something
How to operate something
How to care properly for something
How to improve something

II. COMPARISON AND CONTRAST

This is the type of explanation which uses something which is known in order to explain something else.

A. The following may be used for class discussion as examples of this technique.

1. Turn the dial counterclockwise one complete turn. (Knowledge of direction of clock movement used to understand direction of turning.)
2. In calculating the proper angle for a ladder, consider the ladder as the hypotenuse of a right triangle. (Knowledge of geometry used to understand ladder position.)
3. Cut a piece of metal about the size of a newspaper page. (Size of newspaper page used to indicate metal size.)
4. Stir mixture until it reaches the consistency of putty. (Knowledge of putty consistency used to indicate the amount of stirring necessary.)
5. Adjust instruments until the scope reveals a sine curve. (Knowledge of mathematics used to indicate electrical adjustment.) (Pupils may enjoy adding to this list.)

B. If the device above (2) has been used, the teacher can point out that not only brief sentences but whole paragraph explanations can be based upon comparison and contrast. They may consider the following situations.

1. A beauty shop operator wishes to post conspicuously an explanation of the advantages of a professional permanent wave over home preparations.
2. A carpenter wishes to show the characteristics of one type of saw which are more suitable for a specific job than those of another saw.

3. A television service man wishes to explain to a customer the comparative differences among types of aerials.
4. A bricklayer wishes to explain why corner work is more difficult than straight work.
5. A printer prepares a written explanation for a customer of the difference between letter-press and offset printing.
6. An automobile service manager prepares an explanation of the main differences in the lubrication procedures of various automobiles.
7. An aircraft mechanic prepares an explanation of the difference between fabric and metal covering.
8. A swimming coach explains the advantages of various swimming strokes.
9. A tailor prepares for his customers an explanation of the merits of synthetic materials.
10. A gardener explains the use of a certain kind of seed mixture for a lawn.

III. CAUSE AND EFFECT

Many explanations are specifically aimed at providing help in solving difficulties. These make frequent use of the cause and effect method. Movements and operations are often more understandable when their result is made evident. For example, the householder will better understand why the washer on his hot water faucet needs replacement more than the one on his cold water faucet, if it is explained to him that hot water tends to deteriorate rubber more readily than cold water. While this method of explanation may be used in conjunction with the other types, it may serve as the main basis of an explanation. In general, this type has two main divisions.

A. Explaining the cause of an effect.

Suggested Topics

1. What causes noise in the plumbing system?
2. What causes a knock in the motor?
3. What causes the colors of a fabric to run?
4. What causes failure of dough to rise?
5. What causes a style to be rejected by the public?

B. Explaining the effects of a cause.

Suggested Topics

1. Why should oil be changed periodically?
2. Why should grass not be cut too short?
3. Why should loose paint be removed from a surface before new paint is applied?
4. Why should a blown fuse never be replaced by a coin?
5. Why should home gutters be cleaned periodically?

IV. CAUTIONS AND HINTS

Job situations sometimes call for the phrasing of terse messages to be posted conspicuously in appropriate places. These are usually of a helpful or cautionary nature. Pupils may enjoy composing material for situations similar to those indicated below.

A. A gasoline station operator feels that the "No Smoking" sign over his battery charging section is inadequate because many people do not realize the presence and explosive nature of the hydrogen gas discharged in the area. You, his employee, are asked to compose a more effective warning.

B. A baker feels that his employees are not using materials economically. He requests you to compose a reminder.

C. The owner of some property, which contains a small body of water with a possibly contaminated source and a treacherous botton, finds that his "No Swimming" sign has not prevented tragedy. He requests you to compose a stronger caution.

D. As a production worker, you have discovered an easier way of handling material and equipment. Your employer asks you to write this information for the benefit of other workers.

E. As an honor student, you have been requested by the editor of the school paper to prepare some hints on effective study methods.

V. TOPIC SENTENCES

One method of insuring that pupils develop topic sentences in their expository paragraphs is to provide them with the sentences and have them compose the subsequent development.

Suggested Study Paper

Complete the following topic sentences and develop a paragraph around them.

1. The ____________ is a very important tool for the worker in the ____________ trade.
2. Keeping a work area clean is not too difficult if the ____________ develops a systematic method of tidying up as the job progresses.
3. The material most frequently used in the ____________ trade is ________
4. The ____________ trade provides many contacts with other people.
5. There are many opportunities for advancement in the ____________ trade.

VI. EVALUATION

Exchanging papers, pupils may evaluate each other's explanations according to the following chart.

After examining the explanation, assign credits to the writer in each of the following categories by encircling the highest credit to which you feel he is entitled. Final rating can be determined by adding the encircled figures.

Knowledge of subject	1	2	3	4	5	6	7	8	9	10
Clearness	1	2	3	4	5	6	7	8	9	10
Completeness	1	2	3	4	5	6	7	8	9	10
Arrangement	1	2	3	4	5	6	7	8	9	10
Use of connectives	1	2	3	4	5	6	7	8	9	10
Vocabulary	1	2	3	4	5	6	7	8	9	10
No unnecessary wording	1	2	3	4	5	6	7	8	9	10
Illustrations	1	2	3	4	5	6	7	8	9	10
Suitability of method	1	2	3	4	5	6	7	8	9	10
Neatness	1	2	3	4	5	6	7	8	9	10

FINAL RATING ____________

PROCEDURE 217 - NARRATIVE WRITING

Narrative writing is presented in the First Year Procedures to familiarize the pupil with its nature and identifying characteristics. The second year pupil may be brought a little closer to those techniques which will help him to produce a desired effect and to introduce an additional life-giving element to his writing. The activities detailed below are, in general, of two types; those which are best suited to the straightforward, unadorned account peculiar to the report, and those which contain a creative element either original or summarizing in nature. The devices described in the First Year Procedures may be adapted for use on this level and many of the principles outlined in the section entitled "Telling Tales", under the oral procedure heading "Addressing A Group", are applicable here.

I. REPORTING AN ACTION

The type of narrative writing required in reporting an action is closely related to the powers of observation. Just as a camera can record only those things for which it has been adjusted and focused, the reporter of an activity can tell only those things which he has trained himself to observe. The essentials of such a report are:

A. Accurate identification of people involved
B. Precise recording of actions in proper order
C. Clear detailing of all contributing circumstances

Suggested Study Paper

Assume that you, as a witness to an accident, have been requested to submit a written account of what you observed at the time of the accident. The following data has remained in your memory. Organize this material into a clear account of the accident.

1. Two drivers involved: grey haired man driving green Chrysler sedan; young red haired man driving yellow Ford convertible.
2. Location and directions: You were standing on southeast corner of Hertel and Elmwood; Ford going south and Chrysler going west.
3. Collision: cars collided directly under signal light.
4. Circumstances: 5 p.m., heavy traffic, light had changed to red for north-south traffic, pavement dry, sun shining, sounds of sliding rubber from both vehicles.

II. WHO'S WHO?

One of the common failings of student narratives is the dull repetition of the same name or identifying title. Pupils may be encouraged to find a variety of ways for referring to narrative characters. For example, in a narrative about President Eisenhower, he may be variously referred to as Chief of State, the former commander of Allied Forces in Europe, the former NATO chief, the Republican standard bearer, the General, etc.

Suggested Study Paper

For each of the following personalities, suggest as many ways as possible in which they may be referred to in a narrative:

1. A rich uncle
2. Your best friend
3. A law breaker
4. The governor of the state
5. A prizefighter

III. WHAT HAPPENED?

Another device for giving zest to narrative writing is providing opportunities for the use of colorful and figurative language in describing action. For example, "She walked into the room", may be described as dull, but, "She shot into the room like a jet-propelled missile", conjures up a vivid picture.

Suggested Study Paper

Rewrite the following statements of actions making them more vivid and colorful.

1. He hit the ball to left field.
2. She cried with disappointment.
3. We walked along the beach.
4. Jack slowly crossed the street.
5. He sat down.

IV. TIME FOR A CHANGE

Finding novel and interesting ways of presenting the element of time in a narrative can provide the basis for another class activity. For example, a writer need not state the prosaic fact that it is winter time if he chooses to use an expression as, "By the time the snows came to Hickville".

Suggested Study Paper

For each of the following time periods, give a more interesting expression:

1. Summer
2. Autumn
3. Spring
4. A year
5. A week
6. The American Revolutionary period
7. The depression
8. Morning
9. Christmas
10. Civil War period

V. THE NAME'S NOT THE SAME

Repetition of place names is another source of tedium in some narratives. Pupils may be encouraged to find other identifying expressions in order to provide variety. For example, Chicago may be variously referred to as the Windy City, the world's butcher shop, etc.

Suggested Study Paper

Rewrite each of the following sentences so that the place may be identified without its name being used.

1. She could see New York City from the dock.
2. He stood on a street in Paris.
3. The honeymooners visited Niagara Falls.
4. He went to the library.
5. The foreign visitor was impressed with his first visit to the supermarket.

VI. SUMMING IT UP

Students are often asked to summarize narratives in their written assignments. The task of condensing a few hundred pages into a few paragraphs is not a simple one. A technique for accomplishing this process may be established through consideration of those elements in narrative writing which lend themselves to condensation. For example, if an author has introduced into his novel a number of episodes in which one of the characters finds himself in serious trouble because of his propensity for talking too much, his character may be summed up in condensed form by simply referring to him as "the garrulous Mr. X". Similarly, sections devoted to such items as background and times, parentage, education, helpful and unhelpful associates, accomplishments and declining years can be frequently condensed into a sentence or two.

Suggested Study Paper

A. For each of the following character treatments by an author, supply a brief phrase which may be used to describe the character in a summary.

1. George B is pictured by the author in five incidents as forgetting important information.
2. Mary Anne K. appears in frequent episodes of a novel as a young lady ready to meet any emergency.
3. John J. spends every waking hour plotting revenge for a humiliation he experienced in his early youth.
4. All the characters in a story agree that Bob T. says the most unkind and discourteous things that any occasion will permit.
5. Edward B. always finds himself at a loss about ways of occupying his time.

B. Assume the following is a breakdown of the divisions in a long narrative. From the information, compose a brief summary of the narrative.

10 pages describing the Post Civil War period into which Jonathan Thomas was born

20 pages dealing with his unhappy childhood and his unwilling study of law

30 pages dealing with financial, political and social obstacles which weakened his health

40 pages describing his relations with friends and enemies

30 pages telling of his accomplishments as a writer

20 pages dealing with the period of his retirement

10 pages telling of his lingering illness and death

VII. LET'S WRITE A STORY

A spontaneous device for stimulating creative writing activity consists in distributing to a class some of the colorful covers of popular periodicals and directing the pupils to construct a brief narrative around the situation pictured on the cover.

PROCEDURE 218 - PERSUASIVE WRITING

In the first year of the course, the pupil is introduced to some of the various situations which call for writing that is directed toward influencing the opinions of other people. On the second level, the process of gathering, judging and selecting the material which should go into persuasive writing is examined more closely. Pupils may be brought to realize that the fundamental principle which must underlie this type of activity is a clear recognition of what the writer wants done. Following this, they must decide upon the best method for accomplishing this. It remains then for them to decide which points can best be adapted to this formula. The procedures detailed below include simplified techniques with which the English class can experiment. The procedures suggested in the first year of the course and those described in the oral section of this book under the heading "Championing a Cause" are also usable in adapted form.

I. FOR SALE

One of the most important applications of persuasive writing to the business world in general is the field of advertising. The art of writing that which will persuade others to buy what we wish to sell is a part of many real-life situations. Pupils may enter with enthusiasm into examining how one judges and selects the basis upon which advertising should be written.

A. Through class discussion, the essential differences of the following salable items may be clarified.
   1. Useful things
   2. Luxury items
   3. Services

B. The class may collect for examination typical advertisements for each of the types in A. The following points in the advertisements may be noted by the class.
   1. Method of attracting attention
   2. Method of meeting competition
   3. Basis of sales appeal

Suggested Study Paper

Select one or more of the following situations and write the advertisement describing its form as a poster, magazine or newspaper advertisement, or a radio-television commercial.

1. You are assigned to promote the sale of a particular tool or machine in your trade.
2. You enter a poster contest to promote a skating party in your school.
3. You prepare a circular for distribution to increase the number of customers on your paper route.
4. You are assigned to prepare material to publicize a cookie sale.
5. You wish to advertise a special feature of your service which no competitor offers. (For example, a complete shop on wheels, day and night service, etc.)

II. THE CITIZEN WRITES

The ordinary citizen often wishes to convey his opinion to, and exert his influence on, public figures. The letter columns of a daily paper are constant proof of this. The citizen does not always wish to wait until Election Day to let his government know what he wants. Pupils may be prepared to meet this life situation by writing letters to editors and public figures.

Suggestions for Practice

Assume one or more of the following situations to be yours. Prepare your arguments and incorporate them into an effective letter.

1. You feel young drivers are being unfairly treated by insurance companies. You decide to give the matter publicity in the daily paper and to let your assemblyman know how you feel.
2. Out-of-town visitors have commented to you on the lack of cleanliness of your city streets. You wish to have other citizens consider this fact and to remind your councilman that action is in order.
3. You are displeased with the lack of student support for your school's athletic teams. You prepare an open letter to the student body to be published in the school paper and suggest that the editors pay some attention to this matter in their editorial columns.
4. The writer of a radio and television column in one of the daily papers has criticized unfavorably one of your favorite programs. You wish to correct him and nullify some of the effects of his criticism.
5. You object to the lack of care being given to monuments and historical shrines. You wish to call it to public attention and arouse official action.

III. FACTS HAVE EFFECTS

Sometimes the sheer force of a group of carefully assembled facts is so strong that the conclusion is obvious and requires no elaboration. This type of writing is becoming more prevalent in the paid advertisements taken in magazines by such organizations as the truckers and leather manufacturers who are seeking tax relief. Numerous examples are available in all the popular magazines. Pupils may enjoy experimenting with this technique on suitable topics.

A. The class may work together on this situation. A traffic light has been needed at a certain intersection near the school for some time. What facts make this need obvious? (Typical suggestions: 60 cars a minute cross the intersection at peak hours, average of 10 collisions a year, 2 pedestrians killed and 8 injured last year, 42% of children attending school cross here twice a day.) The class may arrange these and similar facts into effective form.

4

Suggested Study Paper

Choose one of the following situations and prepare a group of facts in a form designated to influence action.

1. The city traffic engineer has recommended that the street in front of your father's place of business be made a one-way street. Your father wishes to show that this is not a wise move.
2. The part of the family budget allotted to magazine subscriptions is under discussion. The subscription to your favorite magazine is in danger of being discontinued. You wish to present positive reasons why it should be continued.
3. Your neighborhood wishes to petition the local transit company to provide a more convenient route. You are asked to arrange the facts in some effective form which may lead to this action.
4. Your school shop has need for some special machine. You are asked to prepare a list of facts which make this need clear.
5. You feel that a library branch is needed in your neighborhood. Prepare a list of facts which might influence your local businessmen's association to instigate formal action in this direction.

IV. PEOPLE HAVE POWER

The use of authorities and supporting opinions to influence the minds of others has long prevailed in all types of written persuasion. Advertisers in particular have made frequent use of this technique, sometimes not too logically. It remains a mystery why a particular golfer, whose sole claim to fame is in that sport, should be considered an authority on cigarettes, breakfast food, etc. Pupils may be guided in a more judicious use of the device by:

A. Discussing the relative merits of the testimony of experts, the testimony of prominent people and popular approval shown in a widely-conducted survey.

B. Describing the type of authority which could best be used to support the following ideas:
   1. The merits of the V-8 over the straight 8 type of engine.
   2. The "Pok-apac" program is viewed by more people than any other.
   3. Eighteen-year-olds should be given the right to vote.
   4. Mickey Mantle is as great as Joe DiMaggio.
   5. One type of toothpaste is better than a competitor's product.

V. PEOPLE HAVE EMOTIONS

The writer who seeks to influence the opinions of others cannot overlook the human emotions which rightly or wrongly guide the actions of many people. The gamut of emotions is too long for listing, but pupils may find it interesting to practice writing with an emotional appeal based upon any of the following categories; patriotism, community pride, family pride, self respect, social ambitions.

A. Patriotism

1. Let's display the flag
2. Remember the war dead
3. Buy U. S. Saving Bonds
4. Enlist in the armed forces
5. It's your duty to vote.

B. Community Pride

1. Keep your city clean
2. Don't feed the animals at the zoo
3. Public property is your property
4. Control those rodents
5. Let's be proud of our local history

C. Family Pride

1. Do your share in the home
2. The family budget is your problem too
3. Parents aren't all wrong
4. Don't be a black sheep
5. Protect your family's good name

D. Self Respect

1. Be a gentleman
2. Look your best
3. Your word is your bond
4. Don't be a "sponger"
5. Watch your language

E. Social Ambitions

1. Join our club
2. Learn to dance
3. Don't be an unwelcome guest
4. Beware of the "gang"
5. Etiquette isn't for sissies

PROCEDURE 219 - COMMUNICATIVE WRITING

In the first year of this course, pupils are made aware of the variety of types of business and social conditions which require correspondence. On the second level, they may begin applying improved techniques to more realistic situations. The devices described below are intended to clarify the nature of the most helpful forms of experience. Most teachers have experienced the confusion which registers on the faces of young people who have been directed to write simply "a letter of adjustment". If this puzzlement is to be removed, pupils must have answers to these two questions: "What shall I say?" and "How shall I say it?" The procedures listed in the first year of the course offer many valid suggestions for adapting on this level. Review of the forms of both social and business letters is usually necessary at the beginning of each year's letter writing activities.

I. GUIDED MISSIVES

In order to give pupils direction in meeting the requirements of a particular type of letter, some helpful guidance in planning the contents of such a letter is proper. For example, the class may be presented with the following situations and be given the necessary idea guides to the development of each letter.

A. You are away on a vacation and writing to friends or relatives about your activities.

   1. Ideas

      a. What is the main source of your enjoyment: heat, beauty, rest, sports, interesting sights?
      b. Describe actual location of place at which you are staying.
      c. Mention people with whom you are associating.
      d. Express regret friends can't be with you.

B. You find you are finally able to accept a standing invitation to visit some friends whom you have not seen for a long time. You write them of your proposed visit.

   1. Ideas
      a. How visit became possible
      b. How long since you last saw them
      c. Latest report on your own activities
      d. Expected time of visit

C. An acquaintance is in the hospital following an automobile accident. Since he cannot receive visitors, you write him a letter.

   1. Ideas
      a. How you heard of accident
      b. Anticipated visit
      c. Optimistic comment on marvelous progress of modern medical care
      d. Expression of hope that you will see him out and around soon

D. The father of an acquaintance has died. You wish to express your sympathy.
   1. Ideas
      a. Expression of sorrow, sympathy and, perhaps shock.
      b. Recall pleasant meeting or association with deceased, if any.
      c. Offer consolation and, if practical, help.

E. You have moved and wish to have your monthly copy of the Reader's Digest sent to your new address.
   1. Ideas
      a. State fact that you are moving.
      b. Give new address.
      c. State issue with which use of new address should begin.
      d. Mention old address.

F. Five days have elapsed since you ordered a camera from J. T. Boone Co. You have not received it and want to report the delay.
   1. Ideas
      a. Describe article ordered, giving date, and mention advertised price.
      b. State elapsed time
      c. Mention reason for urgency (birthday vacation, etc.)
      d. State your wishes if order cannot be filled or if future delay is inevitable.

II. LETTERS IN SERIES

Most business transactions involve considerable correspondence. Pupils may be assigned life-like situations and asked to compose specific letters based upon these situations.

Suggested Assignment

Assume you are a member of a family of five who for several weeks have been discussing the acquiring of a house in which to spend summer vacations. The discussion has included the approximate location, general plan of the house, size, costs, etc. Write the following letters:

1. A letter which might be sent to several realtors describing your family's requirements and asking if they have any such available.
2. The reply of a realtor who feels he has what your family requires.
3. A letter to the realtor requesting that he arrange an appointment to visit the property.
4. The letter of the realtor arranging for a definite appointment.
5. A letter to the realtor announcing your decision to buy.

III. HELP WANTED

In spite of the increased use of the personal interview, application forms and telephone calls, the letter of application remains a rather prevalent form of applying for work. A glance at the newspaper "Help Wanted" column will confirm this fact. Since so much depends upon the effectiveness of each individual part of the letter of application, pupils may profit most from a careful concentration on the wording and arrangement of details in each part. A separate board panel may be set aside for writing the various wordings of each part.

A. Source of information and definite application. Pupils may consider the best ways to state where they have learned of a particular job opening and that they are applying for it.
   1. Suggested for criticism:
      a. "I read your ad in the paper."
      b. "My brother told me you need welders."
      c. "Somebody said you were taking on help."

B. Presentation of personal data. Pupils may consider the personal data that should be included in the letter of application.
   1. Suggestions for discussion:
      a. Should one include one's age, height and weight?
      b. Is it enough to say, "I have studied horticulture at McKinley Vocational High School"?

C. Experience. Pupils may consider various ways of presenting experience and ways of compensating for a lack of it.
   1. Suggestions for discussion:
      a. How can experience in one type of job be used in applying for another type?
      b. What are some of the qualifications which may overcome the handicap of no experience?
      c. What is the value of detailing the various skills one has acquired in his work experience?
      d. What are some of the reasons why one leaves a place of employment and how should they be stated in a letter of application (or on application forms)?

D. Reference. Pupils should be given guidance in connection with offering references, especially on the following points:
   1. Type of person to use as a reference
   2. Obtaining permission to use names as references
   3. Number of references to be used
   4. Arranging references on the paper
   5. Identifying references

E. Closing. Pupils may consider the most suitable wording for the closing statement of the letter of application. Phrasing of the following ideas may be practiced.
   1. Availability for interview
   2. Assurance of good service

SUBJECT AREA V

PROCEDURE 220 - VOCABULARY

As was indicated in the general course outline, the developmental stages of vocabulary growth are of such a variable nature that the subject content is not broken down into grade levels. In the procedures for the first year, numerous devices were presented to show the many possible approaches to the problem. Authorities on the subject of teaching vocabulary appear to find merit in all of the traditional treatments of the subject. However, the correlation of the vocabulary with the writing, listening, speaking and reading activities suggests the value of spontaneity and naturalness in treating vocabulary as it is met. The techniques described below are, in one sense, simply an elaboration of some of the devices suggested previously. They are intended as individual solutions to particular problems, but they may and should be adapted to varying classroom conditions.

I. VOCABULARY OF SITUATIONS

Preparations for life situations involve the filling of many needs in the field of specialized vocabulary. For example, it is quite probable that a person will in the course of his life buy some real estate. He is faced with the understanding of such terms as mortgage, deed, search, survey, clear title, zoning, etc. Pupils may be separated into committees to prepare lists of words connected with the following situations.

A. A person decides to open a savings and checking account in a bank.

B. A pupil joins the staffs of the school's publications.

C. A pupil decides to learn to dance.

D. A person is elected treasurer of an organization and finds himself responsible for a set of financial records.

E. A citizen wants to improve his understanding of the actions of legislative bodies by familiarizing himself with many of the terms used in news reports of their activities.

II. DO WE MEAN WHAT WE SAY?

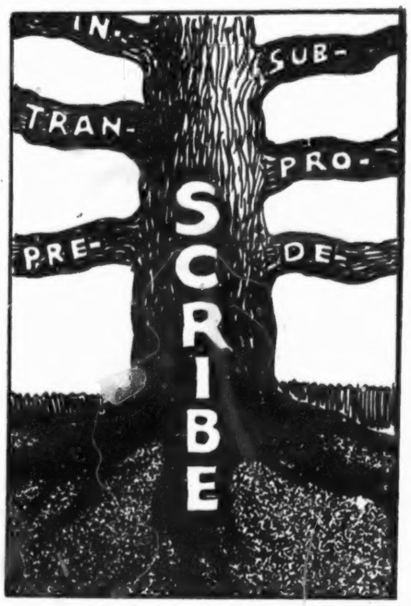
The choice of words one uses in speaking about some subject often indicates how one feels about the subject. For example, if one refers to a dwelling as a "shanty" it indicates a low regard for the building, while the use of the word "mansion" shows an admiration for the dwelling. Pupils may enjoy developing lists of such situations.

Suggested Study Paper

After each of the words listed below, supply two synonyms, one of which implies approval and the other disapproval.

WORD	WORD SHOWING APPROVAL	WORD SHOWING DISAPPROVAL
automobile		
horse		
suit		
city		
policeman		

III. LET'S PLAY PREFIXES



As a means of stimulating interest in word building, a class may be divided into two teams who may take positions as in a spelldown. One team contestant offers a prefix. An opponent compounds the prefix to produce a word. The next member of the team which originated the prefix must supply the meaning of the word. If a pupil fails to provide a correct answer, he must be seated and the turn reverts to a member of the opposite team. The game may also be played with roots and suffixes.

IV. DEFINE YOUR TERMS

One of the great pitfalls of expository expression is the problem of defining words accurately. The teacher may prepare a board display or duplicated paper showing the correct technique of defining and explaining the principal sources of error. In general, the four errors made in this direction fall into the following categories:

A. Failure to provide the general classification and distinquishing characteristics of a term. Typical error: A dowel is used to fasten two pieces of wood together. Correction: A dowel is a pin or tenon fitting into a corresponding hole and serving to fasten two pieces of wood together.

B. Using the same word to define a word. Typical error: To weld is to weld two pieces of metal together. Correction: To weld is to unite metal parts by heating and allowing the parts to flow together.

C. Using the same root. Typical error: Microscopic means so small as to be invisible without the use of a microscope. Correction: Microscopic means so small as to be invisible without an optical instrument, the lenses of which make enlarged images.

D. Using different parts of speech. Typical error: Ratification means to approve or confirm. Correction: Ratification means approval or confirmation.

Suggested Study Paper

A. Select ten tools, machines, processes or materials from your trade and define them correctly. Under the part of each definition that gives the general classification, draw one line. Under the part that gives distinquishing characteristics, draw two lines.

B. For each of the following definitions, indicate the error and rewrite the definition correctly.

1. A puzzle is something that puzzles you.
2. A hot microphone is one that's on.
3. Sponsor means paying the cost of a program.
4. Indebted means to be in debt to.
5. Manners means how you act.
6. A sandwich is something you eat.
7. Environment is all around you.
8. Drawling means to speak slowly.
9. A frock is like a coat.
10. Agile means skillful movement.

V. DICTIONARY OF TRADE TERMS

A long term project in which a class may engage with profit is the compilation of a dictionary of trade terms. The following steps are one method of conducting this activity.

A. Divide the pupils of each trade so that each pupil is responsible for a different letter or letters of the alphabet.

B. Each pupil is to provide terms and definitions in his own trade under the letter assigned.

C. A 3 × 5 card may be provided for each term and a uniform method of entering the term and definition should be explained to the class.

D. Periodic checks on the alphabetical growth of the file will reveal contributors and non-contributors.

PROCEDURE 221 - SPELLING

The spelling of secondary school pupils is frequently criticized by businessmen and others through the public press. Perhaps the second year of this course may be the time to increase the emphasis and adopt a positive program of spelling improvement. Devices and helps are indicated in First Year Procedures which may be adapted for use in the second year. The additional procedures listed below are intended to provide a pattern for intensifying the instruction and, at the same time, preserving the enthusiasm necessary for good learning situations.

1. MODIFYING AN ATTITUDE

It may be that the pupils who discover that spelling is no longer a separate subject in high school may feel that its importance has diminished and that it is, therefore, entitled to a correspondingly smaller amount of their attention. The task of modifying the pupils' attitude toward spelling hinges largely around recognition of these two prevalent attitudes.

A. "I never could spell." This is the defeatist attitude. This pupil needs to be shown that he can spell and that there is a definite method by which he can improve his spelling. For example, he may be directed to:

1. Focus his attention on the word he is trying to learn, pronouncing it and using it in a sentence.
2. Break the word down into syllables and letters.
3. Spell the word mentally with the eyes closed so that he can visualize the word.
4. Write the word carefully and correctly, concentrating on each letter.
5. Write the word correctly three more times.

B. "What's the difference?" This is the feeling that spelling is unimportant. The pupil who believes this must be almost shocked into the realization that spelling is important. For example, the following statements may be placed on the board for class discussion.

COMMUNICATION

1. "Do it? He can't even spell it".
2. "There's not much sincerity in sincerely yours".
3. "There's no truth in yours truly".
4. "Too bad you can't spell. We could have sent you to Officer Candidate School".
5. "He went to high school. He should know better than to spell things this way".

Each of these should suggest an occupational or social situation which emphasizes weakness in spelling.

II. PRACTICE THE DEMONS

In those classes in which teachers elect to develop their own spelling programs, a good starting point is the list of frequently misspelled words, commonly known as demons, which appear in many text books. Mastery of these demons would insure attainment of at least one of the generally accepted minimum essentials in spelling.

III. SPELLING AND PENMANSHIP

Many spelling errors in pupil writing are directly traceable to careless penmanship. Every effort of teacher and pupil should be expended in the elimination of this source of difficulty. Pupils not only sometimes disguise a spelling weakness by scribbling letters together, but also accentuate this weakness by refusing to give mental attention to the problem. For example, a pupil who has become skilled in writing a combination of double m so that it can be taken for either a single or double m will never concern himself with the question of whether there are one or two "m's" in the word common. Other similar errors which are traceable to carelessness with the pen are:

- A. Confusion of ei - ie
- B. The d that resembles cl
- C. Confusion of ui - iu
- D. The r and y which are indistinquishable
- E. Poorly formed terminating letters

IV. SPELLING AND PRONUNCIATION

Spelling difficulties which are traceable to faulty pronunciation are numerous. The experience of one teacher may serve to illustrate this problem. Throughout one pupil's composition, the word predner recurred regularly. Puzzled by its meaning, the teacher asked the young writer to explain. It developed that this was his rendering of the phrase pretty near. Pupils may find that help in pronouncing many words such as the following will result in better spelling: probably, chocolate, catholic, factory, diamond, laboratory, Niagara, because, creek, recognize, fortune, athletics, battery, champion, film, chimney, wash, height, partner, cemetery, overalls.

V. SPELLING COMMITTESS

A device for total class participation in spelling activities may be organized on a committee basis. Each committee, consisting of about four pupils, can be assigned a particular spelling difficulty. The committees are to prepare materials for class instruction on how to solve individual difficulties. Typical committees may be assigned to work on forming plurals, doubling final consonants, the ie difficulty, final e's, homonyms, silent letters, and contractions.

Suggested Instructions to Spelling Committees

1. You are to consult grammar and spelling books to determine the nature of the difficulty to which you have been assigned and the best method of understanding and solving the difficulty.
2. One member of your committee is to prepare cards and charts for display on the subject.
3. Another member is to prepare lists of words involving the particular difficulty.
4. Another is to prepare an oral explanation of the subject for the class.
5. Another is to prepare a test and administer it to the class.

VI. THESE CHANGING WORDS

Changes in the spelling structure of words can be made a subject of occasional class competition. The game may be played as follows. The teacher writes a word such as believe on the board and allows the class three to five minutes for composing correctly spelled changes in this word. The lists may contain such words as believing, believes, believable, unbelievable, belief, beliefs, disbelief. The pupil who claims the longest list may write his on the board for class discussion. The discussion offers the opportunity to point out some of the principles involved in the addition of prefixes, suffixes, plural endings and internal changes in words. This may be followed by a brief test on the changed forms.

PROCEDURE 222 - GRAMMAR

Grammar is introduced in the first year procedures on a functional basis. The aim is to guide the pupils to the effective writing of complete, clear and varied sentences. On the second level, the course calls for a concentration on the concept of modification as a means of improving sentences. Again, terminology is secondary to expression. For example, it is less important to stress the identification of a group of words as adjectives than to appreciate their function as effective descriptive terms. The activities detailed below are grouped around some of the more common uses of modifiers.

I. WHO AND WHAT?

A. One of the signs of growth in the art of constructing sentences is the elaboration of nouns through the use of appositives. Although the appositive is not in the strict grammatical sense a modifier, it has a place in this phase of instruction as an effective device for introducing clarity and variety in sentences. While pupils may be puzzled or frightened by the term itself, they usually enjoy making use of appositives. One method of bringing these to their attention is to select for oral reading material containing a number of expertly used words and phrases in apposition. When they see how much these add to the attractiveness of writing, they may enjoy writing some appositives of their own.

Suggested Study Paper

Rewrite each of the following sentences, inserting in the blank an expression explaining the word just before it. Example: Buffalo, a large industrial center, could be one of the key targets of an enemy.

1. The wind, ___________, hit the community at dusk.
2. Bill Henry, _____________, carried the ball for a touchdown.
3. Bricklaying, _______________, is a highly paid skill.
4. I saw Tom, _________________, this morning.
5. The coach called upon Don and Joe, ________________.

B. In connection with the same function, pupils may learn to use relative clauses and prepositional and participial phrases as a variation from the appositive structures. A study paper similar to the one given above may be used in this connection.

II. HOW, WHEN AND WHERE?

The writing of carefully chosen adverbs, adverbial phrases and clauses may be taught without the use of these terms. A sentence such as He walked may be used as the basis for building various structures of words which will tell how he walked, when he walked and where he walked.

Suggested Study Paper

In the appropriate columns below, insert varieties of expressions which would effectively complete and improve this sentence: She dances.

HOW?	WHEN?	WHERE?

III. WHAT KIND OF------------?

The function of descriptive words can be used as a basis for instruction in the building of effective sentences. Pupils may be given the framework of subject, predicate and object and engage in the cooperative activity of providing effective descriptive expressions.

Suggested Study Paper

For each of the name words in the following sentence, make a list of descriptive expressions.

In the darkness, the car missed the turn and crashed against the tree.

PROCEDURE 223 - USAGE, PUNCTUATION AND CAPITALIZATION

No procedure sheets for usage, punctuation and capitalization are included in the second year of the course because these subjects are treated in considerable detail in both the main course outline and the procedures for the first year. Levels of development in these phases of English work have not been indicated because the basic principle calls for a diagnostic approach in each of the four years. This means that if tests are given early in the year, those weaknesses which need correction will be immediately apparent. The devices detailed in the procedures for the first year describe a great variety of interesting approaches to instruction in these categories.

Where rules appear to serve the purpose, they may be frequently reviewed and applied in the correction of pupils' errors.

The method used to collect the errors which appear in the oral and written work of a class will depend on the preference of the teacher and the classroom conditions under which he operates. In some cases board panels offer the most expedient method, while in others, duplicated collections or tape-recorded errors may prove more effective.

The satisfaction of finding errors in printed material such as newspapers, signs and periodicals can sometimes offer a stimulus to student interest in this field.